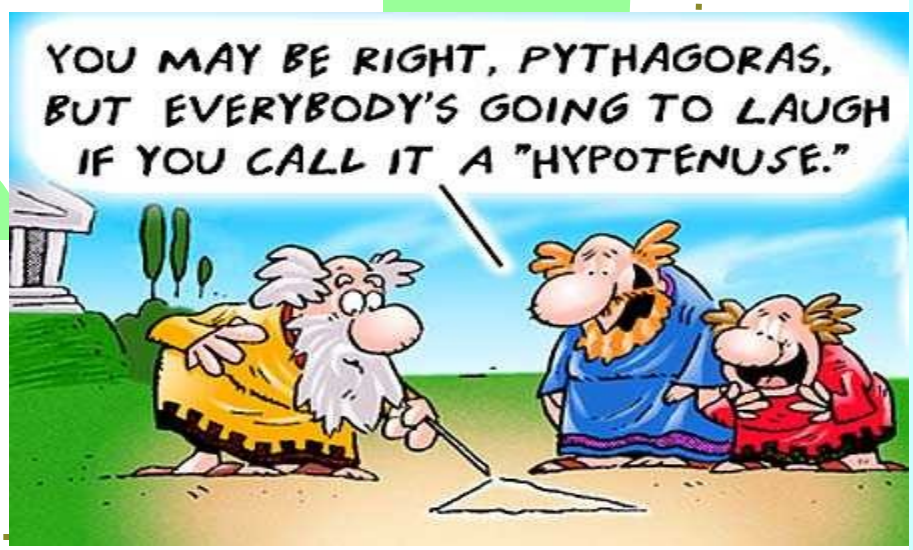
A Guide to Research Scholars

RESEARCH Referencing...

PUBLICATION OF:

DEPARTMENT OF RESEARCH

PROF DR S RAMALINGAM
A DEVENDRAN
P KOKILA



Dr MGR
Educational and Research Institute
UNIVERSITY
Maduravoyal, Chennai—600 095

He who sees things grow from the beginning will have the best view of them. < Aristotle

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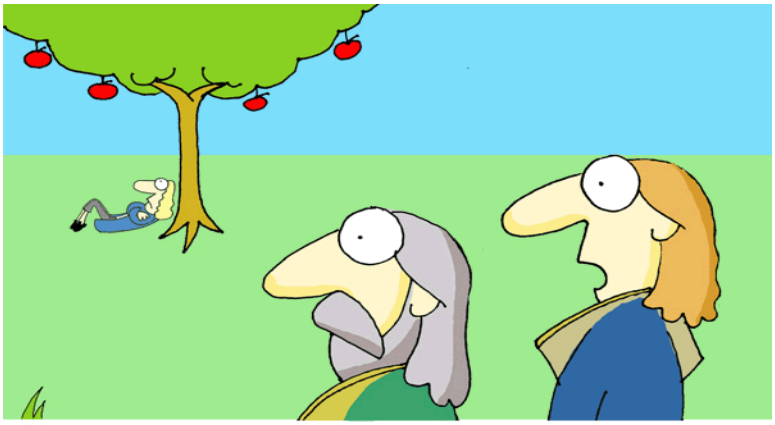
Prof Dr S Ramalingam
Senior Professor & Research Supervisor
A Devendran
Associate Professor
P Kokila
Research Scholar
Faculty of Management Studies



"Reviewers have asked him to reproduce the experiment."

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RESEARCH Referencing...

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Dedicated to:

SCHOLAR PAR EXCELLENCE

19 Feb 1855 – 28 Apl 1942

Mahamahopadhiyaya

Dr UV Swaminatha Iyer

His research work increased several times after retirement!

Mahamahopadhiyaya

Dr UV Swaminatha Iyer

Known as Tamil Thatha, 'Grandfather of Tamil', Swaminatha Iyer was a scholar and researcher who was instrumental in bringing many long-forgotten works of classical Tamil literature to light. His singular effort over five decades brought to light major literary works in Tamil and contributed vastly to the enrichment of its literary heritage. The contribution he made to classical Tamil literature and music is immeasurable. Swaminatha Iyer was born into a poor family in a small village. His father was a musician and encouraged him to pursue a similar trade, but Swaminatha Iyer decided to concentrate on the study of Tamil. In 1880, at the age of 25, he was appointed a Tamil teacher at the Government Arts College of Kumbakonam following a rigorous selection process. In 1903, he joined Presidency College, Chennai as Tamil teacher. Swaminatha Iyer retired from active teaching in 1919. From 1924 to 1927, Iyer was the Principal of the Meenakshi Tamil College in Annamalai University, Chidambaram. On health grounds, he resigned the post, came to Madras and continued his research.

His research work increased several times after retirement. Swaminatha Iyer took it upon himself to try and recover the hidden treasures of Tamil literature by searching for missing palm leaf manuscripts. Alongside his teaching, Swaminatha Iyer conducted long and arduous journeys across Tamil Nadu and beyond, visiting every hamlet and knocking on every door. He travelled from place to place in search of palm leaf manuscripts so as to edit and publish them. It was a formidable search that lasted until his death – but it was extremely fruitful. Swaminatha Iyer collected 3,067 original ancient manuscripts, published almost 100 books on Tamil literature, and unearthed a rich and beautiful tradition of poetry, devotional works and Puranas (Hindu, Buddhist and Jain religious texts detailing history, philosophy, genealogy and cosmology).

Swaminatha Iyer's publications were not merely transcriptions of the manuscripts he discovered. He edited them, adding extensive footnotes, indices and commentaries, as well as biographical information about the authors. Swaminatha Iyer's contribution to Tamil culture also extended to the discovery of Tamil music sources from previous eras. Until these discoveries were made, very little had been known about Tamil music history. Swaminatha Iyer's publications paved the way for extensive research into the presence of Tamil music in the earlier centuries.

The honorary doctoral degree (D.Litt.) was conferred on Iyer by the University of Madras in 1906. In recognition of his outstanding literary accomplishments and contributions, he was also honoured with the title, *Mahamahopadhiyaya*, literally: "Greatest of great teachers". In the same year, when the Prince and Princess of Wales visited Madras, a function was arranged where Swaminatha Iyer was honoured. Iyer was awarded the title of *Dakshina Kalanidhi* in 1925. In 1932, the University of Madras awarded an honorary PhD to him in recognition of his services in the cause of Tamil. Indian Postal department issued a commemorative postage stamp on 18 February 2006. His house in Uthamadhanapuram has been converted as a Memorial.

When the Royal Society was founded in 1660, it was possible for a knowledgeable person to be able to understand the full gamut of scientific discovery of that time. Centuries later, it is hard to keep up with the furious pace of research advances even in one's own discipline. Research is not only critical to the economic and social development of society; for some research, the benefit may not be so obvious. As Albert Einstein once remarked: "***If we knew what it was we were doing, it would not be called research, would it?***" Nevertheless, it is this research which is the foundation for knowledge that makes possible so much of the innovation and application that provides wider benefit. There is no doubt that the emphasis on the social, cultural, economic and environmental impacts of research has increased greatly.

Academic skills competency include the ability to locate information, critically read and evaluate data and information sources (e.g. primary and secondary sources) and re-articulate and apply previous work by integrating new research within previous research frameworks, inter-disciplinary projects and non-academic studies. Competency in research includes the ability to design, apply and disseminate research.

Academic writing basically consists of (a) a work done by scholars for other scholars and (b) is devoted to topics and questions that are of interest to the academic community. Any scholar should concentrate the following while preparing his/her dissertation/thesis:

(a) Planning research study and formulating research questions;

(b) Reviewing the literature and writing the literature review;

(c) Understanding the research strategies and designs;

(d) Investigate the nature of quantitative and qualitative research, and understanding the importance of ethics in research; and

(e) Identifying the structure and language associated with the each chapter of a typical 'dissertation/thesis'.

Referencing is an important part of academic writing, especially research papers and theses, at university level because it adds to the shared knowledge of all involved in an academic area. Using others'

ideas in the academic writing serves multi-purpose such as: (a) showing the breadth of the research work, (b) strengthening the scholar's academic argument, (c) demonstrating the scholar's understanding of academic requirements, (d) acknowledging and rewarding others for their contribution, (e) showing the readers the sources of information cited, (f) allowing the readers to consult the cited-sources independently, and (g) allowing readers to verify the information cited. Also by using referencing appropriately, the scholar would avoid plagiarism, otherwise also known as academic/intellectual dishonesty, which is falsely claiming someone else's words/ideas as his/her own.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure is to keep a record of all the sources used when reading and researching for an assignment. It is important that any reference a scholar gives to published sources provides sufficient detail to enable anyone to find for themselves the book or article that are being cited. An accurate and detailed description of the source allows the reader to find and read it. Evaluator/Examiner will therefore be able to evaluate how the scholar has used source material to develop his/her own work.

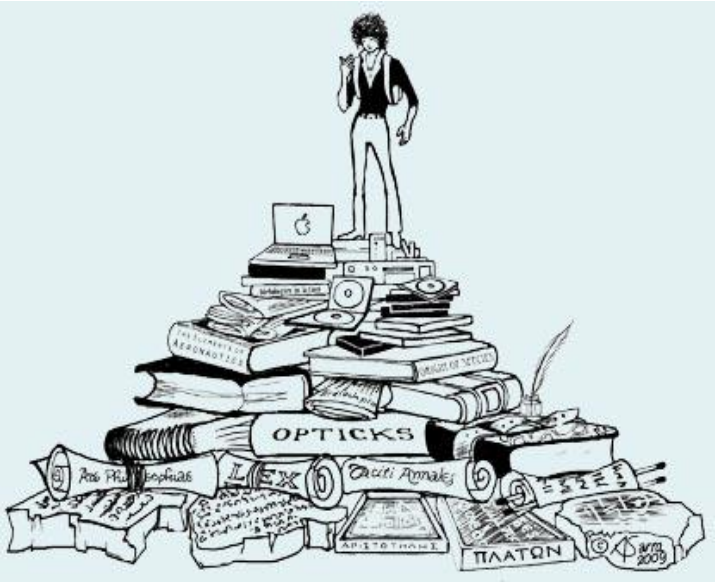
The present book "*RESEARCH Referencing…*" is an ensemble of all relevant topics associated with making citation and providing references of other sources which have been made use of in one's research study. Chapters on 'Referencing' and 'Citation' provide comprehensive information regarding the intricacies involved in the process of citation and referencing. Book also contains typical examples of APA, MLA, HARVARD and CHICAGO style of referencing. Detailed discussion, with relevant web links, on citation generator is provided to make the rigorous job of referencing and citation easy and comfortable. A Glossary of terms used in 'referencing' would be useful to the scholars. This attempt by the authors, who belong to the Faculty of Management of Studies, of providing some important and critical information which are very useful to all prospective as well as current research scholars would receive earnest welcome from the academic fraternity.

20 October 2014

Dr A Thirunavukkarasu
Dean – Research
Dr MGR
Educational and Research Institute
UNIVERSITY

PROLOGUE

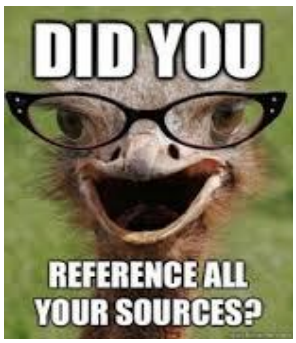
"The time will come when diligent research over long periods will bring to light things which now lie hidden. A single lifetime, even though entirely devoted to the sky, would not be enough for the investigation of so vast a subject... And so this knowledge will be unfolded only through long successive ages. There will come a time when our descendants will be amazed that we did not know things that are so plain to them... Many discoveries are reserved for ages still to come, when memory of us will have been effaced."
– Seneca, *Natural Questions*



Knowledge is built one small piece at a time. We know more today than we did 100 years ago because we have extended and built upon existing knowledge and ideas over that time.

A very simple model to illustrate this concept of building knowledge is this pyramid. Each item represents an idea or piece of knowledge that an individual or group has contributed. When a scholar does an academic work he/she is drawing on other people's ideas. It is academic practice to acknowledge their contributions by referencing their ideas when one uses them in his/her work.

A citation is both a signpost and an acknowledgement. As a signpost, it signals the location of the research scholar's source and as an acknowledgement, it reveals that the scholar is indebted to that source.



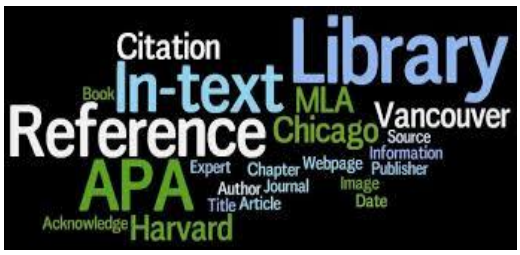
A citation can appear in different formats: within the text (in-text citation) at the bottom of the page (footnotes), or at the end of the paper (endnotes). Different disciplines use different formats. The mechanics of citing are complicated, and vary in each format. To answer specific questions on the mechanics of citation, a scholar should consult sources describing each type.

Why a Citation in a research work?

- **To Give Credit Where Credit is Due**
  If a scholar uses another person's words, photographs, images, or anything else that is not his/hers in a paper or project, he/she must give credit to the original creator. Just like one wouldn't want someone to take ideas from a paper one writes, one should provide the same respect. When a scholar cites, he/she is giving proper credit to the original owner.
- **To Lead Readers to Research**
  Citing sources allows the reader/audience to find the sources that a scholar has used. It's part of the research process. When one cites someone's work, another person can find that source and learn more about the original research. Likely, the source a scholar cites also has citations, leading the audience to even more citations. It's a gateway to important past research!
- **To Give Your Work More Credibility**
  Citing sources gives the paper/article or thesis more credibility. Usually nobody is an expert, a scholar doesn't have to know all the answers, and the research supervisors or professors don't expect a scholar to. They want a scholar to research answers and show what one has learned by citing the sources from which he/she learned it, therefore making one's work more credible.

Documenting the Sources

A *citation* tells the readers where the information came from. In your writing, you cite or refer to the source of information.



A *reference* gives the readers details about the source so that they have a good understanding of what kind of source it is and could find the source themselves if necessary. The references are typically listed at the end of the lab report.

Academic disciplines each emphasize different elements in citations because it highlights the most important aspect of a discipline's research. For example, research in the sciences often needs to be up-to-date and timely, so often the date is emphasized in the citation. However, in the humanities, the date is not as important as the author and source.

There are many different forms of documentation (systems of citation and reference), varying across academic fields. Some scholars may be knowing APA (American Psychological Association) used in social sciences or MLA (Modern Language Association) used in English; some research supervisors may be familiar with one or two styles. But even within academic fields there are different forms because different scholarly journals specify a system to be used in those journals.

Smart Advice: Find out what form of documentation is appropriate to use in one's assignment before one starts writing the first paper/article. The best

practice is find out what style the university/institute prefers/recommends or seek the advice of the supervisor.

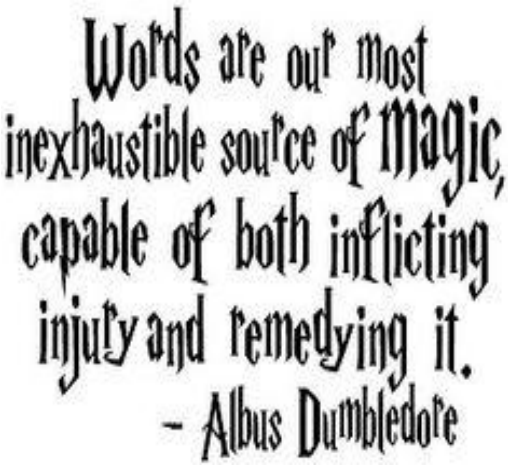
More smart advice: If the scholar is directed to choose his/her own style, it is always strongly advisable to find out what scholarly journal is appropriate to the field in which he/she is studying and use it as a guide to documentation. Find a recent copy of journal in the library or online. It will say what form that it uses (in the "guide to authors"). Also the scholar can determine what to do by looking at how the citations and references are done in an article in the journal.

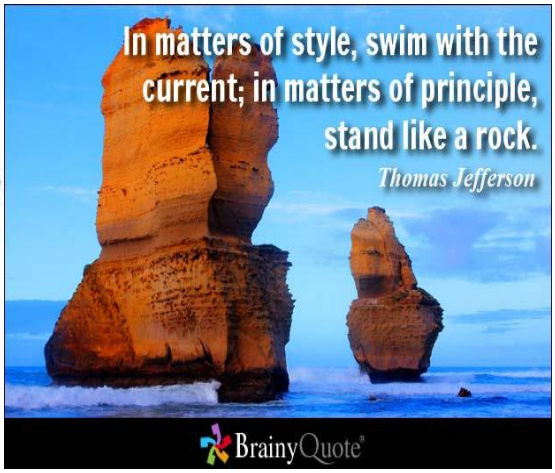
In a more comprehensive picture, though the process of 'referencing' appears to be complicated and more complex at the initial stage, in the long run it becomes fascinating and beautiful and in fact, it would enrich the quality of the paper/article or a thesis.

Of course, QUALITY matters in an academic career!

13 Oct 2014 **Prof Dr S Ramalingam**

A BOOK? WHO ARE YOU AND WHAT HAVE YOU DONE WITH MERV?
I'M WRITING A PAPER. HOW DO I CITE THIS AS A SOURCE?
LOOKS LIKE YOU COPIED SEVERAL PAGES VERBATIM.
YES! AND I WANT TO ATTRIBUTE THE QUOTE!
IT'S PLAGIARISM UNLESS YOU PUT IT IN YOUR WORDS.
I DID. BY COINCIDENCE THEY ARE EXACTLY THE SAME.





Checking some questionnaires that had just been filled in, a census clerk was amazed to note that one of them contained figures 121 and 125 in the spaces for "Age of Mother, If Living" and "Age of Father, if Living."

"Surely your parents can't be as old as this?" asked the incredulous clerk.

"Well no," was the answer, "but they would be ***IF LIVING***!"

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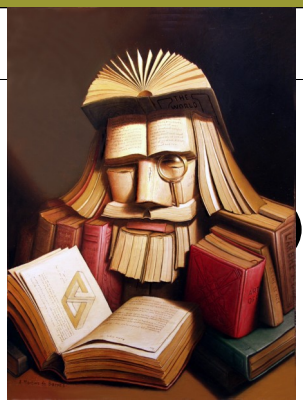
"Anybody who has been seriously engaged in scientific work of any kind realizes that over the entrance to the gates of the temple of science are written the words: *Ye must have faith*. It is a quality which the scientist cannot dispense with."

< Max Planck

"Supposing is good, but finding out is better."

< Mark Twain

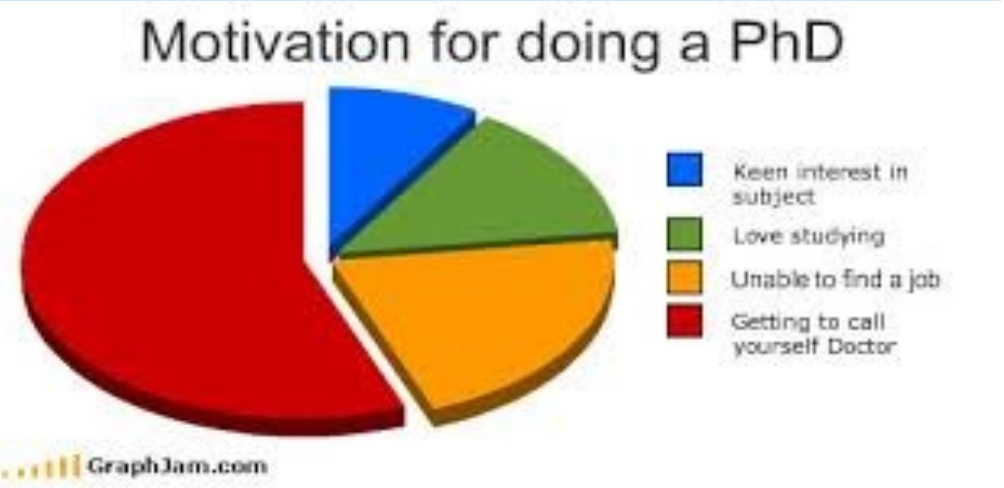
A Guide to Research Scholars



RESEAERCH Referencing …

Chapter 01

What a PhD is?



THE PLANS:
THE PLAN YOU TELL YOUR ADVISOR : "I'M GOING TO BE A PROFESSOR AT A MAJOR RESEARCH UNIVERSITY AFTER I GRADUATE."
THE REAL PLAN : LOOK FOR CAREER ALTERNATIVES.
THE SECRET PLAN : BECOME A BAKER/ROCKSTAR/WRITER.
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WWW.PHDCOMICS.COM

What a PhD is?

What is a Ph.D.?

A Ph.D. is the *de facto* ``union card'' for an academic position. Although it is possible to obtain an academic position without a Ph.D., the chances are low. Major universities (and most colleges) require each member of their faculty to hold a Ph.D. and to engage in research activities to insure that the faculty have sufficient expertise to teach advanced courses and to force faculty to remain current in their chosen field.

A Doctor of Philosophy degree, abbreviated Ph.D., is the highest academic degree anyone can earn. Because earning a Ph.D. requires extended study and intense intellectual effort, less than one percent of the population attains the degree. Society shows respect for a person who holds a Ph.D. by addressing them with the title ``Doctor''.

To earn a Ph.D., one must accomplish two things: master a specific subject completely, and extend the body of knowledge about that subject. To master a subject, a scholar searches the published literature to find and read everything that has been written about the subject. Each university establishes general guidelines that a scholar must follow to earn a Ph.D. degree, and each college or department within a university sets specific standards by which it measures mastery of a subject. Because examinations given as part of a Ph.D. curriculum assess expert

knowledge, they are created and evaluated by a committee of experts, each of whom holds a Ph.D. degree.

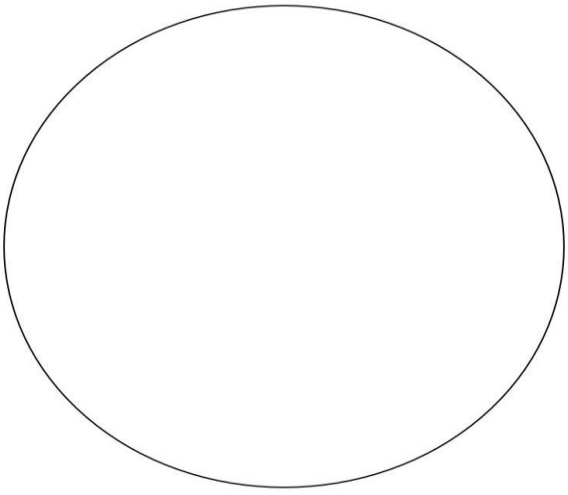
The essence of a Ph.D., the aspect that distinguishes Ph.D. study from other academic work, can be summarized in a single word: **RESEARCH**. To extend knowledge, one must explore, investigate, and contemplate.

To complete a Ph.D., each scholar must present results from their research to the faculty in a lengthy, formal document called a dissertation (more popularly referred to as a thesis). The scholar must then submit their dissertation to the faculty and defend their work an oral examination.

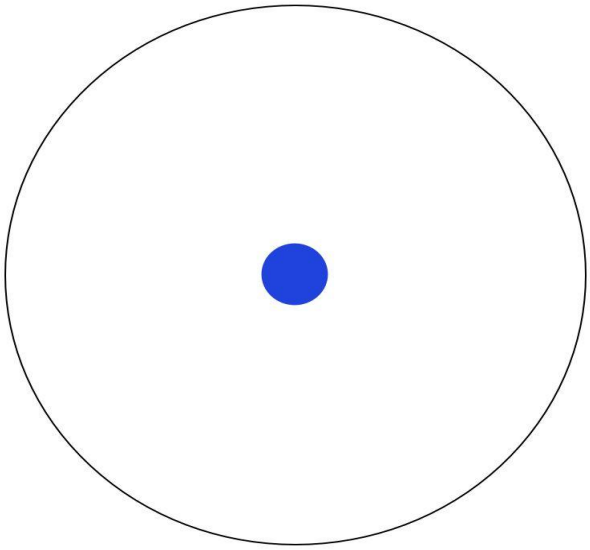
LET US GO VISUAL!

It is always easy to use diagrams rather than words to explain what a PhD is. Read below for the illustrated guide to a Ph.D.

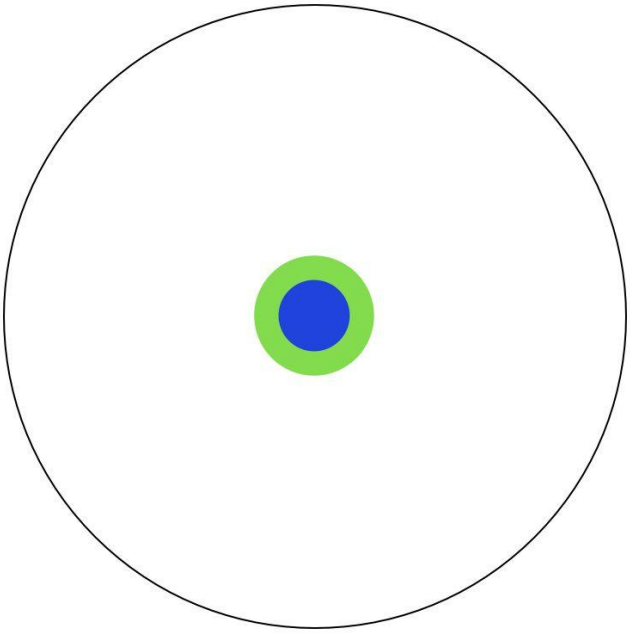
[A] Imagine a circle that contains all of human knowledge



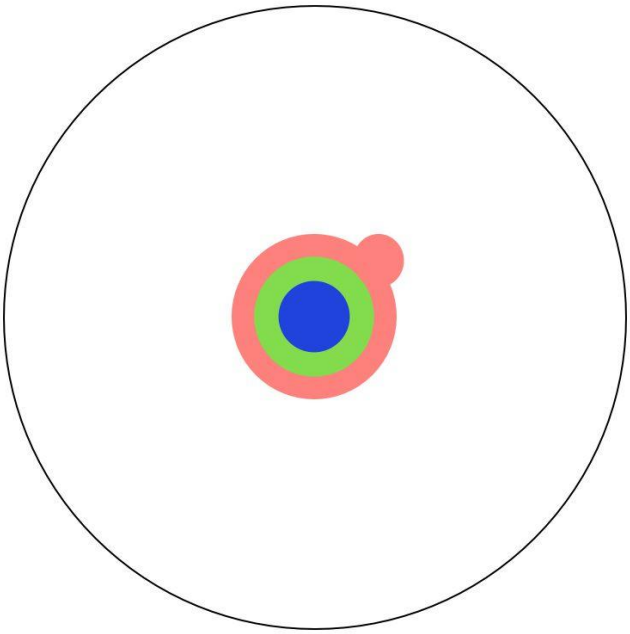
[B] By the time you finish elementary school, you know a little



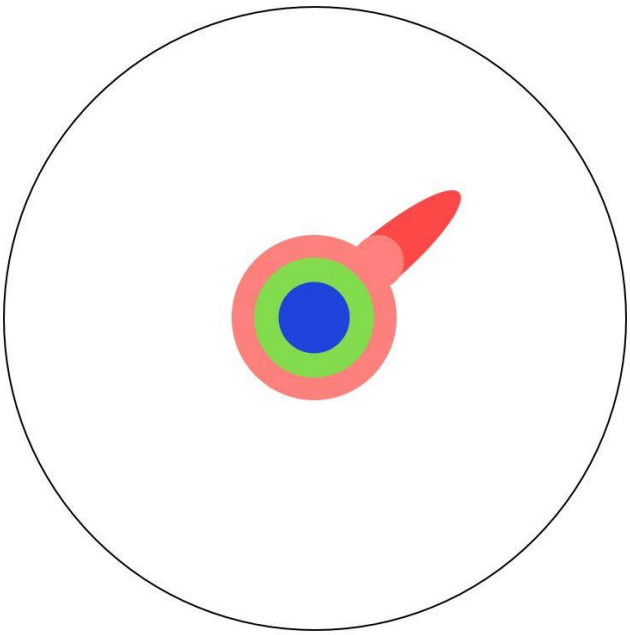
[C] By the time you finish high school, you know a bit more



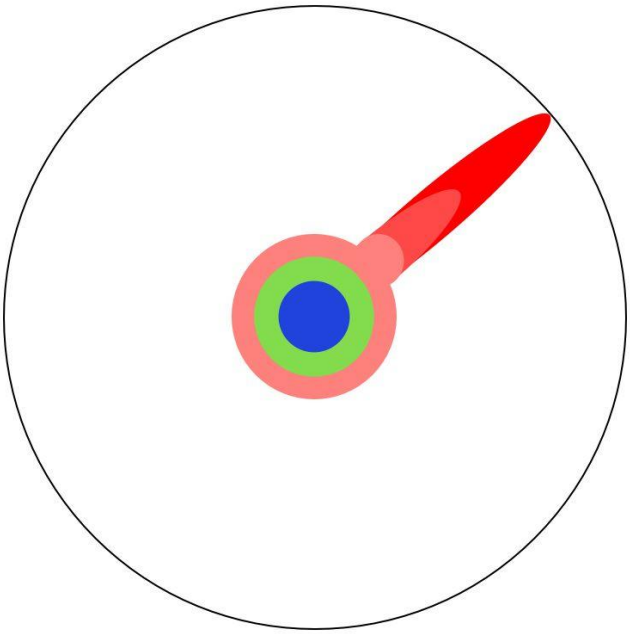
[D] With a bachelor's degree, you gain a specialty



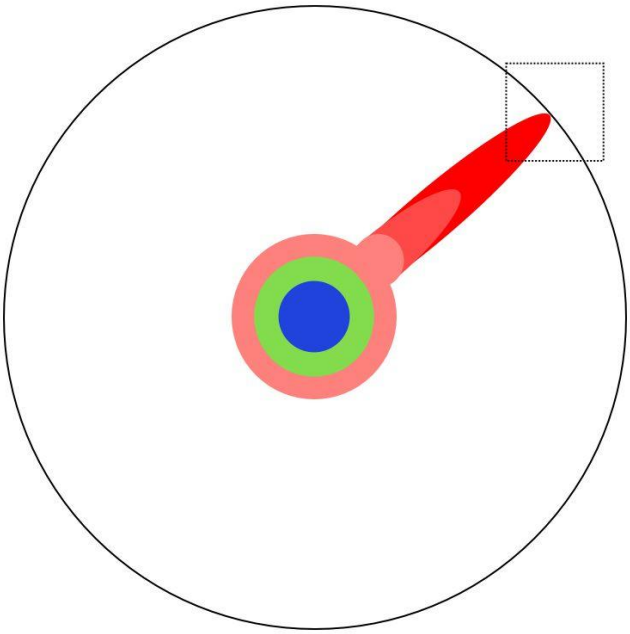
[E] A master's degree deepens that specialty



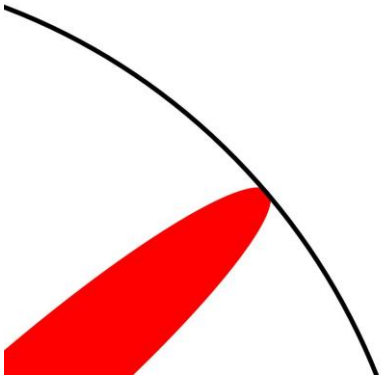
[F] Reading research papers takes you to the edge of human knowledge



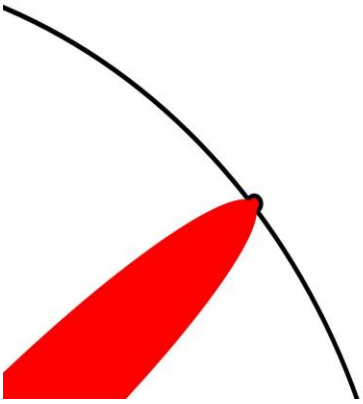
[G] Once you're at the boundary, you focus



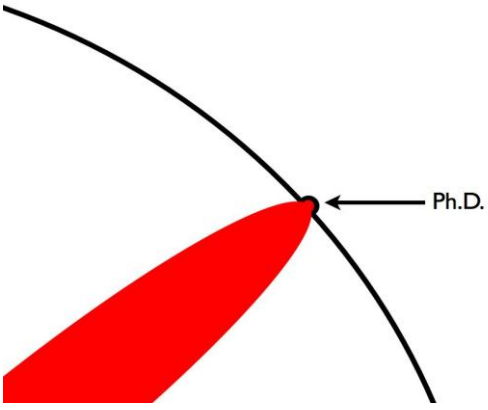
[H] You push at the boundary for a few years



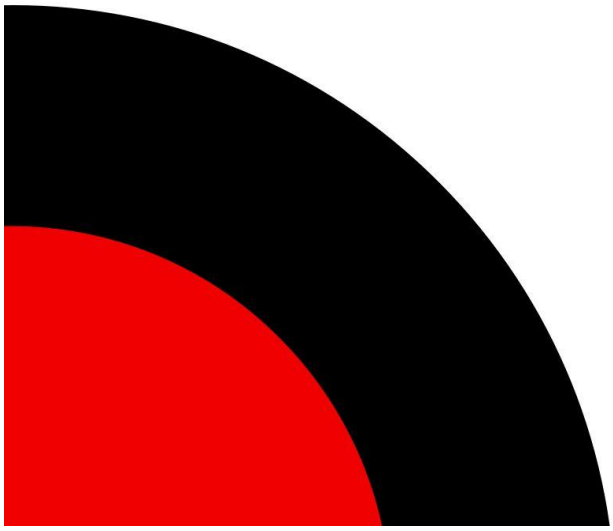
[I] Until one day, the boundary gives way



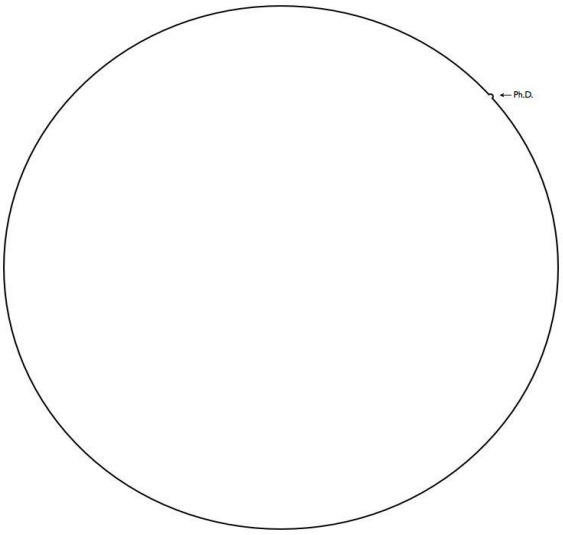
[J] And, that dent you've made is called a PhD



[K] Of course, the world looks different to you now



[L] So, don't forget the bigger picture



[M] 'Keep pushing', that is what it is known as
'*your contribution to academic fraternity*'

(☺)(☺)(☺)(☺)(☺)

The authority of those who teach is often an obstacle to those who want to learn. << Cicero

Sometimes a scream is better than a thesis. << Ralph Waldo Emerson

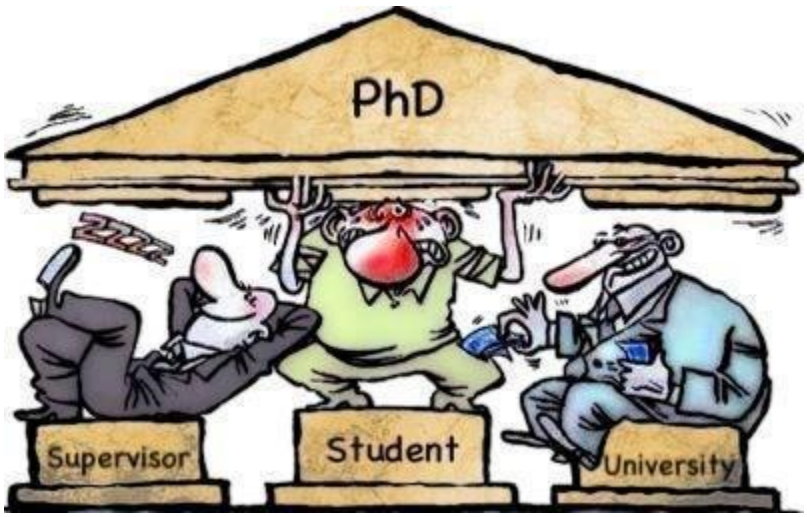
The average Ph.D. thesis is nothing but transference of bones from one graveyard to another. << James Frank Dobie

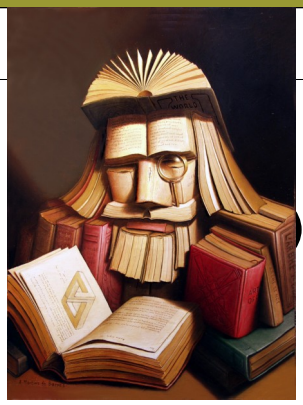
Education ... has produced a vast population able to read but unable to distinguish what is worth reading. << G. M. Trevelyan

I have never let my schooling interfere with my education.
<< Mark Twain

I cannot teach anybody anything, I can only make them think.
<< Socrates

It is a miracle that curiosity survives formal education.
<< Albert Einstein

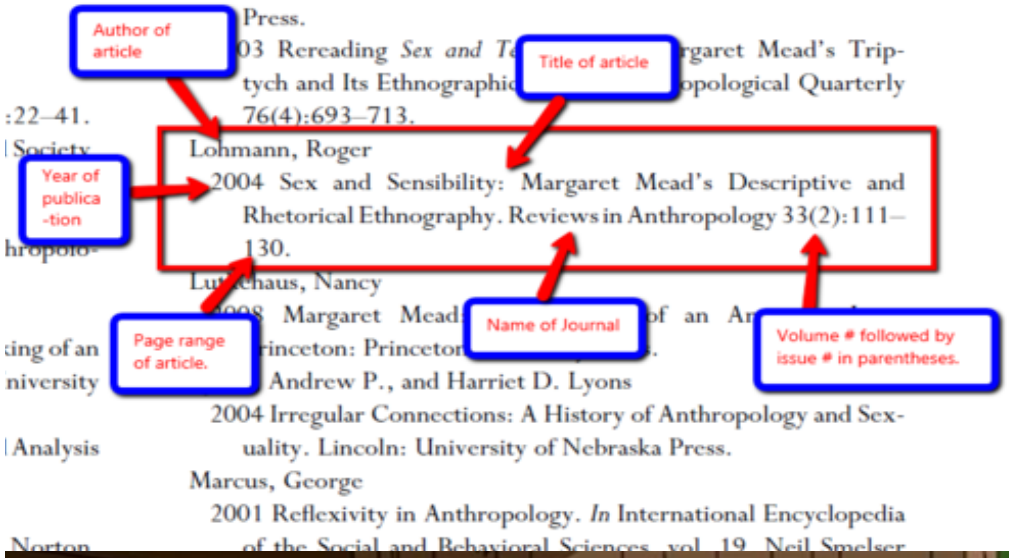




Chapter 02

Referencing

RESEARCH Referencing ...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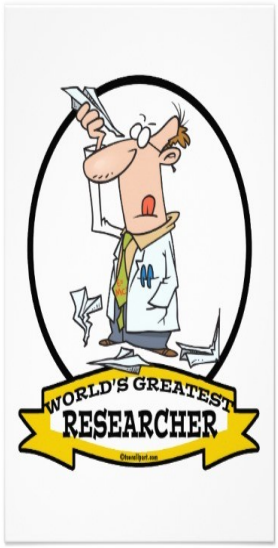
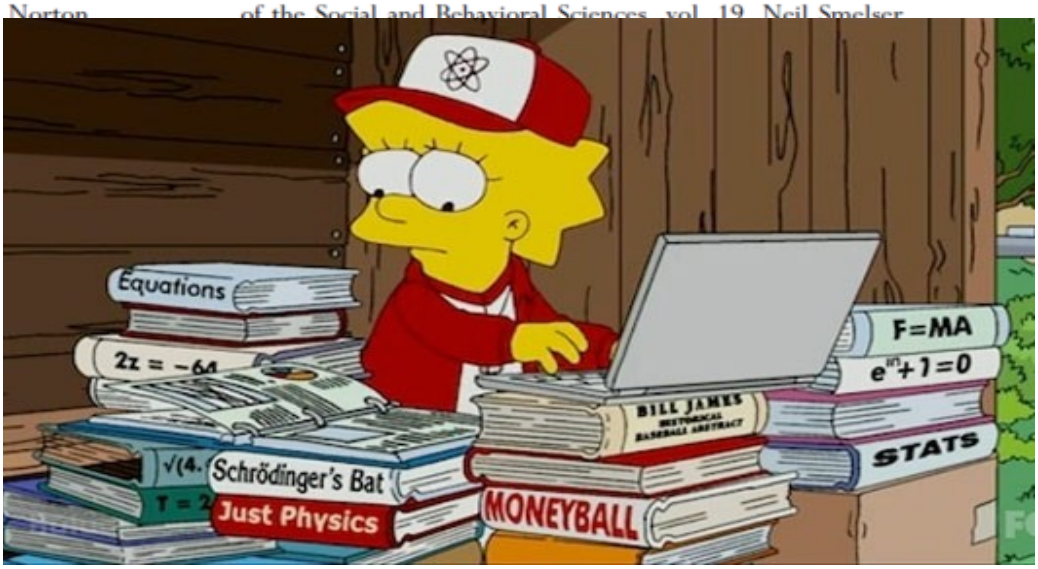
03 Rereading Sex and Ta rgaret Mead's Trip-
tych and Its Ethnographic opological Quarterly
76(4):693–713.
Lohmann, Roger
2004 Sex and Sensibility: Margaret Mead's Descriptive and Rhetorical Ethnography. Reviews in Anthropology 33(2):111–130.
Margaret Mead of an Ar
rinceton: Princeton
Andrew P., and Harriet D. Lyons
2004 Irregular Connections: A History of Anthropology and Sexuality. Lincoln: University of Nebraska Press.
Marcus, George
2001 Reflexivity in Anthropology. In International Encyclopedia





Referencing

Academic writing relies on more than just the ideas and experience of one author. It also uses the ideas and research of other sources: books, journal articles, websites, and so forth. These other sources may be used to support the author's ideas, or the author may be discussing, analysing, or critiquing other sources. Referencing is used to tell the reader where ideas from other sources have been used in an assignment. There are many reasons why it is important to reference sources correctly:

- **It shows the reader that you can find and use sources to create a solid argument**
- **It properly credits the originators of ideas, theories, and research findings**
- **It shows the reader how your argument relates to the big picture**

As a part of an academic community, it is important that you show the reader where you have used someone else's ideas or words. Failure to properly reference may make the reader think that you are cheating by claiming someone else's work as your own. In the academic environment, we call this plagiarism and it is seen as a very serious offence. Please remember that plagiarism is not just when you directly copy

words from another student's or expert's work. Plagiarism also occurs when you re-word someone else's ideas in your own work and you do not give credit to the original source. Fortunately, plagiarism is easy to avoid by following a few basic principles.

On a more positive note, referencing is important for reasons other than avoiding plagiarism. When you reference correctly you are demonstrating that you have read widely on a topic. You are also supporting your hypothesis with comments from expert authors. This lends credibility to your own work. Also, by correctly referencing, you allow the marker or reader to follow-up your references and to check the validity of your arguments for themselves. This is an important part of the academic process as it leads to student accountability.

Reasoning for Referencing

There are many reasons to reference sources correctly in assignments.

To distinguish your ideas

When you hand in an assignment, it is assumed that all facts, theories, and ideas are your own unless they are attributed to an outside source**.**

If you do not attribute outside sources by referencing them, there is no way to distinguish your ideas from those of the sources. You are effectively presenting someone else's work as your own.

Both research and original thought are important skills, but if you do not reference correctly the marker cannot separate them in your assignment or mark them accordingly.

To reinforce your argument

Sometimes you will read up on a topic first, and use those readings to develop your argument. Sometimes you will begin with an argument, and then research to find support for that argument.

In either case, referencing the readings gives your argument evidence, credibility, and authority. References tell the reader that your argument is not just a matter of personal opinion: it is backed up by experts in the field.

To show different perspectives

Many assignments expect you to show how several different sources think about one topic: what are the points of agreement, what are the conflicts, what are the unanswered questions?

Referencing shows that you have considered the big picture by understanding and using a range of sources. It emphasises the scope and extent of your research.

To allow fact-checking

A reference is a signpost that tells the reader the source of facts, opinions, and theories. If the reader wants to check the original source, a reference helps them to find it.

The reader may want to make sure that your information is up-to-date, and that you have correctly understood the source. The reader may want to read more on a topic.

Without the reference, there is no 'paper trail' for them to follow. The reader cannot judge the reliability of your assignment.

To ensure the moral rights of the author

Moral rights include the right of attribution: the right for the author to be identified when their work is used somewhere

else. It is also a matter of courtesy to properly acknowledge an author's hard work.

Because the academic culture is based on the free exchange of ideas, it is essential to show how those ideas fit together. Referencing is the standard way to show these connections.

To avoid plagiarism

Plagiarism – the intentional or unintentional presentation of another's work as your own – is strictly prohibited at Massey University. There are a range of academic penalties for plagiarising in your assignments.

What, Why, When, Where, How, & Which of referencing

WHAT requires referencing?

- ✓ Somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.
- ✓ Information gained through interviewing another person.
- ✓ Exact words or a "unique phrase" from somewhere.
- ✓ Diagrams, illustrations, charts, and pictures.
- ✓ Ideas that others have given you in conversations or over email.

WHY do you need to reference?

- To distinguish your own ideas from those of someone else.
- To cite different points of view.
- To validate what you are writing, by referring to documented evidence. Published work for instance can be used to support your argument and add credibility to your writing.
- To inform readers of the scope and depth of your reading.
- To integrate information by assessing, comparing, contrasting or evaluating it, to show understanding.
- To emphasise a position that you agree or disagree with.
- To refer to other research that leads up to your study.
- To highlight a pertinent point by quoting the original.
- To enable readers to consult the original source independently. For instance the interpretation you give may be different from the one intended.
- You must acknowledge the source of any information to avoid plagiarism.

WHEN do you need to reference?

- When you are using or referring to somebody else's words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium.

- When you use information gained through interviewing another person.

- When you copy the exact words or a "unique phrase" from somewhere.

- When you reprint any diagrams, illustrations, charts, and pictures.

- When you use ideas that others have given you in conversations or over email.

WHERE do you need to reference?

- There are two complementary aspects to referencing:

  Referencing within the text:

  All material sourced from another author, whether it is directly quoted or paraphrased, must be referenced in the text. The format of the in-text reference depends on the referencing style used. For instance, in APA the author-date format is used, and for direct quotes in APA the page number must also be included; in MLA an author-page number, or footnote format is used.

  The reference list, a list of works cited or a bibliography:

  A complete reference must also appear in a reference list at the end of your work. A reference list, or list of works cited, is a list of all the sources that you refer to in the body of your text. This differs from a bibliography, which traces your reading by including all material that you have consulted in your research and that informs your thinking.

- Periodicals include sources that are published on a regular basis such as magazines, newspapers, or journals.

- Non-periodicals include sources that are published separately such as books, conference papers, reports.

HOW do you reference?

[A] Make sure that you gather all of the information required to construct the reference at the time you gather the information or ideas.

- This is particularly important when referencing an electronic source such as a website where the address or content may change at any time.

- Similarly if you have borrowed books from a library or other resource it is prudent to record the reference details while you have the book out on loan as it may be unavailable at a later date. If the book is a key resource for a course assignment it is increasingly likely that it will be on loan as the submission deadline approaches.

[B] Make sure that you keep the reference details with the information from that source throughout your research.

- If the information becomes separated from the reference details it may take a very long time to sort out the confusion.

- It can be a good idea to give each source a code, which can be written on information from that source. If the code is retained throughout the writing process it then becomes a simple process of replacing the codes with the correct referencing details in the final writing stages.

- Remember that quotations in particular also require a page number so that they can be validated or sourced by another person.

[C] Make sure that you know which referencing style your department or lecturer requires you to use.

- The style required may vary between institutions, publications, departments and even between different lecturers within a department.
- Often marks are allocated purely for the accuracy of the referencing on an assignment.
- Journal articles and conference papers will only be accepted for publication if the correct referencing style has been used.

[D] Make sure that you know how to correctly apply the referencing style required.

- The punctuation and font used (italic, normal, bold) is highly important, as is the order of the details within the reference.
- The information required in different parts of the document, and the placement of this information, varies between styles.

[E] Allow plenty of time to integrate the references into your work.

- It takes a surprising amount of time to integrate the references so that the text flows smoothly, and to check and double check the accuracy of the information and the format of the references.
- Alternatively you can use a software package to integrate the referencing into your work.
- There are other useful tools that can help you construct the references in your document.

<u>WHICH</u> referencing style is the right one?

There are literally hundreds of different referencing styles from which to choose when you are citing the sources of your research material. Different academic disciplines have

differing priorities of what is important to the subsequent reader of an academic paper, and different publishing houses have differing rules about the citation of sources.

A few of the common referencing styles, and their origins, are explained below:

- **APA** stands for "American Psychological Association" and comes from the association of the same name. Although originally drawn up for use in psychological journals, the APA style is now widely used in the social sciences, in education, in business, and numerous other disciplines.

- **MLA** comes from the "Modern Language Association of America" and is used mainly in English and the Humanities.

- **Chicago** is sometimes referred to as Turabian or Chicago/Turabian. Chicago is used mainly in the social sciences, including history, political studies, and theology.

- **Vancouver** originally came from The International Committee of Medical Journal Editors which produced the "Uniform Requirements for Manuscripts Submitted to Biomedical Journals" following a meeting that was held in Vancouver in 1978 . The Vancouver style is used mainly in the medical sciences.

- **Harvard** came originally from "The Bluebook: A Uniform System of Citation" published by the Harvard Law Review Association. The Harvard style and its many variations are used in law, natural sciences, social and behavioural sciences, and medicine.

Some Referencing Styles

The following are brief outlines of the American Psychological Association (APA) system, the Modern Languages Association (MLA) system and the Chicago notes system, Harvard Style, and some others styles which are also preferred by scholars.

APA

APA is an author/date referencing system common in the social sciences; it uses parenthetical in-text citations to refer readers to the list of references at the end of the paper. Numbered notes or footnotes are reserved for extra explanatory information that would disrupt the continuity of the text. The date of the research is important in scientific disciplines, since it conveys how recent or indeed historical the material is, thus the author/'s last name and the year of publication appear within the text. Page numbers are used in the text only in the case of direct quotations, not for paraphrased material.

Example

> Pinker (1999) notes that memory loss, including memory for words, is an obvious and early symptom of Alzheimer's disease.

The alphabetical Reference List at the end of the paper provides the necessary information for readers to locate and retrieve any source cited in the body of the text. It lists alphabetically in this order: the last name of the author followed by the initials and the year of publication in brackets. In the case of a book with one author, the title of the book comes next, in italics, with just the initial letter of the first words of the title and subtitle capitalised. This is followed by the place of publication, and the name of the publisher. The information in the List of References must be detailed enough to enable the reader to easily locate the edition or volume or issue number, in the case of journals, or web page etc.

Example

> Pinker, S. (1999). *Words and rules: The ingredients of language*.

London: Phoenix.

MLA

The MLA system, common in the arts and humanities, is similar to APA in that it uses parenthetical in-text citations keyed to a List of Works cited at the end of the paper. The author's last name appears in the text close to the borrowed material along with a page number rather than the year. Literature and language rely more on exactly where in the text the quoted material can be found, either directly quoted or paraphrased, rather than the year - after all Hamlet would be 404 if he were alive today! Numbered notes or footnotes are only for extra information that would disrupt the continuity of the text. MLA is generally simpler and more economical than other styles; interruptions are kept to a minimum, usually citing just the last name of the author and the relevant page number within the text.

Some scholars in the fields of art, dance, history, music, religion, theatre and theology use Documentation Notes (endnotes or footnotes) to document sources. In this case, a list of works cited or a bibliography may be unnecessary.

Example

Pinker notes that memory loss, including memory for words, is an obvious and early symptom of Alzheimer's disease (281).

The List of Works Cited at the end of the paper provides the necessary information for readers to locate and retrieve any source cited in the body of the text. It lists alphabetically in this order: the last name of the author followed by the first names. In the case of a book with one author, the title of the book comes next, italicised, with the initial letter of each

significant word in the title capitalised. This is followed by the place of publication, and the name of the publisher, the year of publication, and finally the medium.

Example

Pinker, Steven. *Words and Rules: the Ingredients of Language*. London: Phoenix, 1999. Print.

CHICAGO

The Chicago notes-bibliography citation system, used by some humanities and social sciences, signals to the reader by a superscript number at the end of the sentence that a source has been used:

Example

According to Pinker, memory loss, including memory for words, is an obvious and early symptom of Alzheimer's disease.[1]

The source of the quotation and information about the author, title and publication details and the relevant page numbers are then cited in a correspondingly numbered footnote at the bottom of the page, or endnote at the end of the paper. If the text is cited again, the subsequent notes may be shortened.[2]

Although the same information appears in both the notes and the bibliography it serves two different functions: The notes supply a quick check of the source, and the bibliography illustrates the extent of the research and the relationship to earlier studies. Thus both notes and bibliography are usually

provided. There are, however, slight differences in punctuation since the notes are designed to be read as text and the bibliography constitutes a list of independent entries. The author's name appears in the notes as first name last name, Mickey Mouse, while the bibliography entry inverts them, Mouse, M.

Number all notes consecutively from 1. Substantive notes are inserted as appropriate within the list of footnotes.[3]

_____

[1] Steven Pinker, *Words and Rules: The Ingredients of Language* (London: Phoenix, 1999), 281.
[2] Pinker, *Words and Rules*, 297.
[3] Supplementary information that would disrupt the flow of the text ...

HARVARD

When writing a piece of work you should provide references to the sources used. A reference is the detailed bibliographic description of the item from which you gained your information. In simple terms, this means the details of the items that you have used, e.g. author, title, date of publication. References are briefly cited within the text, and then given in full at the end of your work in a reference list. Any other items read for background information but not referred to in the text should be given in full at the end of your work in a bibliography.

References are used to:

- Enable the reader to locate the sources you have used;
- Help support your arguments and provide your work with credibility;

- Show the scope and breadth of your research;
- Acknowledge the source of an argument or idea. Failure to do so could result in a charge of plagiarism.

The following is an illustrative example for a book with a single author as well as two authors.

Book (1 author)

Format:

FAMILY/SURNAME, Initials. (Year of publication - in brackets) *Book Title* - in italics or underlined. Series title and volume - if applicable. Edition - if not the first. Place of Publication: Publisher.

In-text examples:

(Neville, 2010)

Neville (2010) commented that…

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Bibliography example:

NEVILLE, C. (2010) *The Complete Guide to Referencing and Avoiding Plagiarism.* 2nd edition. Maidenhead: Open University Press.

Book (2 authors)

Format:

FAMILY/SURNAME, Initials. & FAMILY/SURNAME, Initials. (Year of publication - in brackets) *Book Title* - in italics or underlined. Series title and volume - if applicable. Edition - if not the first. Place of Publication: Publisher.

In-text examples:

(Middleton & Hawkins, 1998)

As stated by Middleton & Hawkins (1998)

"Direct quotation are placed in double quotations marks" (First Author's Surname & Second Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Bibliography example:

MIDDLETON, V. T. C. & HAWKINS, R. (1998) *Sustainable Tourism: A Marketing Perspective.* Oxford: Butterworth-Heinemann.

AMA

AMA is an American Medical Association referencing style mostly used in publications related to medical studies. In AMA style superscripted numerical are used as in-text citation and the source is cited in the reference list. There can be included six authors in citation but sixth onwards initials are used. AMA referencing style requires abbreviations to be used in the reference section.

OXFORD

Oxford Style is also known as Footnote/ Bibliography citation style. In this style a superscript number is mentioned at the end of a sentence and the reference of that number is described in the footer notes. The references are cited at the end of each page. It is important to provide complete information in the reference including the author's name, name and volume of the book, magazine, journal, newsletter, article, etc., name of publishing company and year of publishing.

CAMBRIDGE

The Cambridge referencing style is generally used in the publications related to political sciences. This citation style follows footnotes/ endnotes where the reference details are given at the end of each page. The cited references are indicated by a superscript number at the end of the sentence. Page numbers are also mentioned in this referencing style.

VANCOUVER

Vancouver Style was originated from Vancouver, Canada, which follows in-text citation where a consecutive number in parentheses is given at the end of a sentence. It is also known as numeric or footnotes system. In some books superscript number is used without parentheses. Each number has a citation given at the end of the page. There can be mentioned maximum of six authors by their surnames, after which the initials of other authors are used in the citation.Vancouver style is mostly used in publications related to physical sciences or medical studies.

CBE

Council of Science Editors, CBE referencing style is mostly used in physical sciences and mathematics. Those who write in CBE style have to choose from either of the two formats; one style comprises in-text citation using author-date format and the other style consists of superscript number with source cited in the references list.

AP

AP is the Associated Press style commonly used in newspapers, newsletters, press releases, etc. Since different writers and editors write newspapers and other press releases in their own writing style, therefore AP style is introduced to bring consistency in overall media publications. The AP style guidelines are mentioned in Associated Press Stylebook including the usage of punctuation marks, acronyms and abbreviations, titles, grammatical structure, etc.

APSA

APSA is the American Political Science Association referencing style developed for the publications related to political sciences. This citation style is similar to Chicago Style. The author-date in parenthesis is written at the end of the piece of quote and the source is cited in a reference list at the end of the paper.

MHRA

MHRA style is introduced by the Modern Humanities Research Association for the authors and students who usually write in the English language. MHRA style is also a popular style for

footnotes. It is mostly used in the publications related to arts and humanities. This referencing style is simple because the readers can easily read notes at the foot of the page instead of consulting the bibliography at the end of the paper.

AGPS

AGPS is Australian Government Publishing Service style which is similar to Harvard referencing style with small variations in punctuation marks, titles, numerals, date formats, etc. In AGPS style there is in-text citation where the author and date is mentioned at the end of each quoted sentence. White writing a citation in AGPS style you need to provide complete information like the author's name, publication title and year, volume number, publisher's name, place of publication and page numbers.

ASA

ASA is the American Sociological Association referencing style followed in the publications related to sociology and its other subcategories. In this style in-text citation is used where the last name of author and year is written in parentheses at the end of the sentence. In ASA style, footnotes or endnotes are avoided unless there is need to provide description of a table. In reference list it is mandatory to keep double space between the two lines.

IEEE

IEEE is the Institute of Electrical and Electronics Engineers style mostly used in the publications related to computer sciences and other technical fields. In IEEE style the references are cited by figures at the end of the sentence.

These figures are enclosed in a bracket rather than superscripting as done in other citation styles.

Citation Generators

Researchomatic offers variety of citation styles including IEEE, APA, MLA, Harvard, Chicago, etc., to help the scholars cite their references perfectly.

Kindly visit: **http://www.researchomatic.com/**

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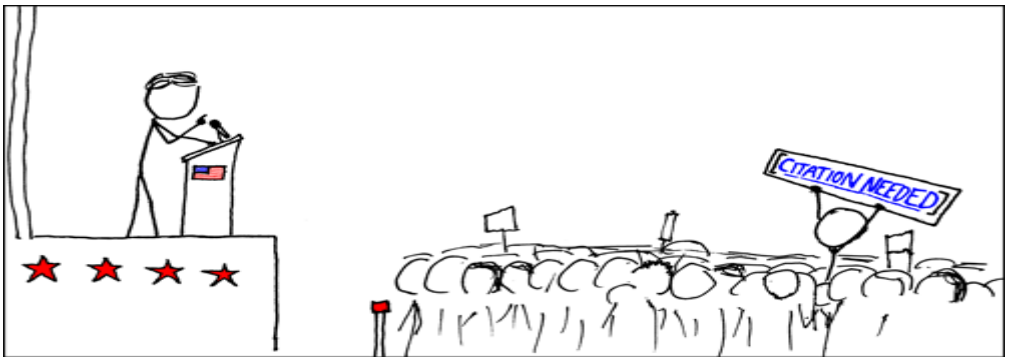
Following sources may be useful:

01] Referencing Guide
[http://libguides.jcu.edu.au/referencing]

02] Referencing Style
[http://www.cite.auckland.ac.nz/index.php?p=which_referencing_style]

03] Referencing Guides
[http://www.adelaide.edu.au/writingcentre/referencing_guides/]



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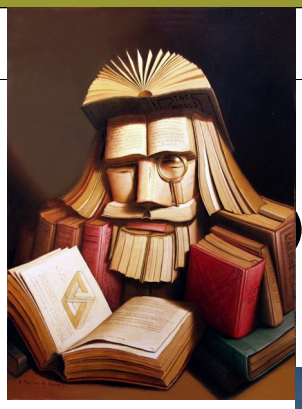
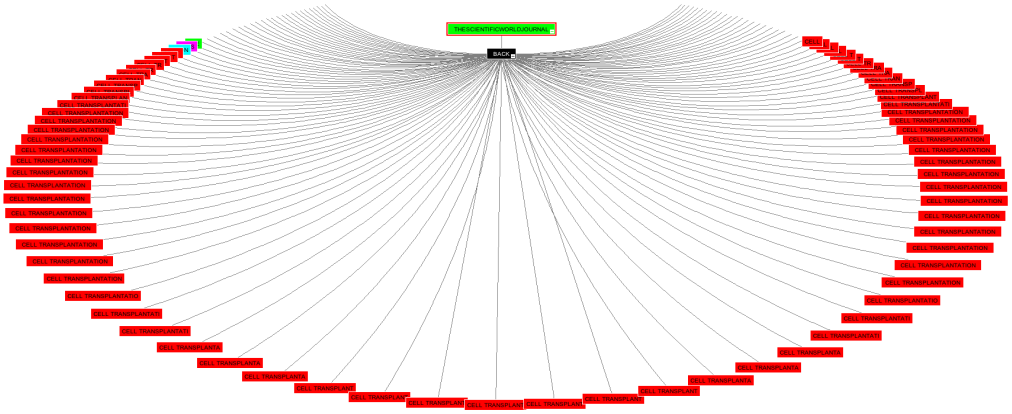
A Guide to Research Scholars

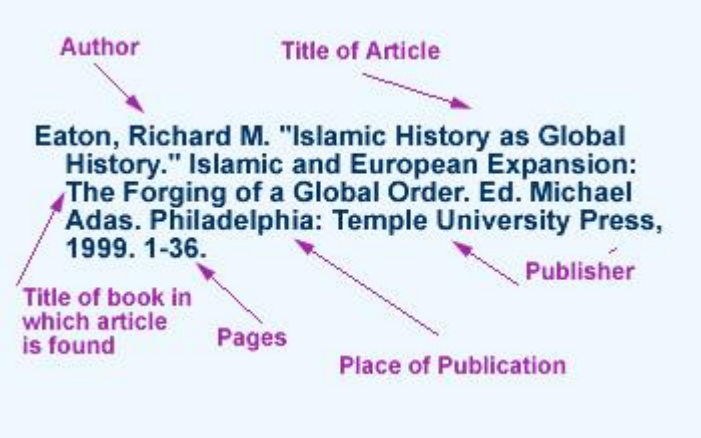


RESEARCH Referencing ...

Chapter 03

Citation




Author
Title of Article
Eaton, Richard M. "Islamic History as Global History." Islamic and European Expansion: The Forging of a Global Order. Ed. Michael Adas. Philadelphia: Temple University Press, 1999. 1-36.
Publisher
Title of book in which article is found
Pages
Place of Publication

CITATION

"The ability to interpret citations is a fundamental research skill!"

A citation is both a signpost and an acknowledgement. As a signpost, it signals the location of your source. As an acknowledgement, it reveals that you are indebted to that source.

A citation can appear in different formats: within the text (in-text citation) at the bottom of the page (footnotes), or at the end of the paper (endnotes). Different disciplines use different formats. The mechanics of citing are complicated, and vary in each format.

You may find it most useful to think about how citations function as a way for you as a writer to communicate with your reader. By using citations, you keep the reader always apprised of whose idea or words you are using at any given time in each sentence and in each paragraph.

Citing your information sources acknowledges the origin of your information, and it lends credibility to your work by showing evidence of your research. It demonstrates the authenticity of your information and enables your readers to locate your information sources, should they want to. This includes all types of information sources that you may use, including:

- Books
- Articles (from print sources or from online article databases)

- Interviews
- E-mail or any other correspondence
- Web pages
- Government documents
- Non-print media (videotapes, audiotapes, pictures and images)
- Software or any digital formats

A citation is a reference to the source of an idea, information or image. A citation typically includes enough identifying information, such as the author, title, and publication format, for a reader to be able to access the original source.

There are **three** reasons to cite, as below:

Citation is important because it is the basis of academics, that is, the pursuit of knowledge. In the academic endeavor, individuals look at evidence and reason about that evidence in their own individual ways. That is, taking what is already known, established, or thought, they use their reasoning power to create new knowledge. In creating this knowledge, they must cite their sources accurately for three main reasons:

One: Because ideas are the currency of academia

First, citing sources is important because the currency of academia is ideas. As a result, academics want to accumulate that currency; they want to get credit for their contributions. When a writer cites ideas, that writer honors those who initiated the ideas.

Two: Because failing to cite violates the rights of the person who originated the idea

Second, keeping track of sources is important because, if you use someone else's idea without giving credit, you violate that person's ownership of the idea. To understand this violation, envision the following scenario: You and your friend are discussing some ideas from class during lunch one day, and you make what you consider to be a particularly insightful observation. During class discussion that afternoon, your friend brings up your observation but neglects to point out that it is

yours, not his. The professor beams and compliments your friend on his clear and insightful thinking.

In this scenario, you likely feel that there's something unfair about your friend's implicit claim that your idea was his or her own. After all, you had been thinking about the idea, perhaps had devoted time to developing it, and you are not getting credit for it. Worse, someone else is. That sense of violation you feel, the sense that something valuable has been stolen from you, suggests why failure to cite sources hurts another person.

Three: Because academics need to be able to trace the geneology of ideas

Third, keeping track of sources is important because academics value being able to trace the way ideas develop. Consider the scientist who looks at an experiment described in a new publication, and then decides to perform an experiment to extend the results. At the same time, other scientists are planning experiments to test the findings, to contest the findings, to relate the findings to their own research: all of these "second generation" experiments owe their inspiration to the original idea. If another person reads one of the "second generation" ideas, proper citation will allow that person to explore the original publication to trace the way the idea has developed. In general, scholars must be able to trace how ideas develop in order to consider, think about, and test them accurately. So giving credit to the original source of ideas is the right thing to do, as well as the basis on which academia is built.

These three reasons suggest why it is important both to cite sources and to use them well. And neither is easy. You will learn about how to cite, when to cite, and why to cite throughout your academic career.

Differing citation style guides are predominant in differing disciplines, different countries, and some are even specific to academic presses and

journals. Humanities styles, for instance, tend to place the Author's name with the title, and furnish publication dates as the last component of the citation, while citations styles for scientific publications almost invariably begin with the Author's name and the publication date. A few of the more widely used of these guides are:

The Modern Language Association Style Guide
The Chicago Manual of Style
the Publication Manual of the American Psychological Association

There are innumerable guides, however - far too many to list here - in many countries and areas of study. Many of these guides are now published on the web.

The rules put forward in each of these style manuals provide writers with a guide for determining the sequence in which components of the citation are to be presented; the print attributes to be used to format the text, and the punctuation to be used to separate different components. These rules are significant, because they are the "code" that helps readers identify the *type* of work cited (whether it is an article, a book, etc.), and this information is necessary for the work to be relocated.

Consider, for instance, the following citations:

James, Arthur R. *Reading and Righting: politicized research*. 3rd ed. New York: Preston, 1999.

Manners, William. "Chalk and Chess." PMLA 43 (1999): 223-24.

The *sequence, formatting, and punctuation* separating the different components of the citations helps readers identify the type of source work being referenced, and, hence, assists readers in relocating the source. Knowing the type of source work is essential to relocating a work, since differing types of source works are housed in different locations, and readers will need to use search strategies peculiar to that type of work to relocate it.

For example: We can deduce that the first citation is for a book, from the print attributes: titles of significant works or collections, such as treatises, books, monographs, journal series and the like, are accented in citations with italics or underscoring, and the year of publication, in legal citations, is the last component in the citation. With the source work type identified, a reader can search a library system for a book titled Reading and Righting by Arthur James, and find the third edition published by Preston in 1999. It is important to remember that publication information and edition descriptions help readers locate the exact edition of the source work, so that pinpoint cites to material printed on specific pages can be located on the same pages.

Citations of articles in periodicals contain the same sequence of a title, journal name, volume number, year and page. The critical piece of information in each of these citations, however, is the print attributes used for the title - indicating that the work is published in a journal, and that readers will need to search in the serials or periodicals held by the library for the volume containing the cited material. This is actually quite important, since libraries do not list the contents of journals by author or article title.

It is of course true that not all of your readers will need to rush out and find the works you have used as sources. An important part of the purpose of citations in scholarly writing, however, is that your citations should also make this possible for those who do wish to relocate the work. Formatting your citations properly is a significant part of accomplishing the objectives of citing your source works.

What are the differences among quoting, paraphrasing, and summarizing?

These three ways of incorporating other writers' work into your own writing differ according to the closeness of your writing to the source writing.

Quotations must be identical to the original, using a narrow segment of the source. They must match the source document word for word and must be attributed to the original author.

Paraphrasing involves putting a passage from source material into your own words. A paraphrase must also be attributed to the original source. Paraphrased material is usually shorter than the original passage, taking a somewhat broader segment of the source and condensing it slightly.

Summarizing involves putting the main idea(s) into your own words, including only the main point(s). Once again, it is necessary to attribute summarized ideas to the original source. Summaries are significantly shorter than the original and take a broad overview of the source material.

Why use quotations, paraphrases, and summaries?

Quotations, paraphrases, and summaries serve many purposes. You might use them to:

- Provide support for claims or add credibility to your writing
- Refer to work that leads up to the work you are now doing
- Give examples of several points of view on a subject
- Call attention to a position that you wish to agree or disagree with
- Highlight a particularly striking phrase, sentence, or passage by quoting the original
- Distance yourself from the original by quoting it in order to cue readers that the words are not your own
- Expand the breadth or depth of your writing

Signal Phrases to Contextualize

Never--NEVER--simply use a quotation into your text without indicating why it's there in some way. The easiest way to incorporate quotations gracefully is with "signal phrases," which serve to link the quotation with your sentences and to name the author of the quoted material.

There are many "signalling verbs" one can use in a signal phrase:

acknowledges; concludes; emphasizes; replies; agrees; concurs; observes; responds; asserts; describes; offers; suggests; claims; disagrees; remarks; writes

[a] Use signal phrases to introduce quotations which support your view:

Body modification appears to be universal among human species, perhaps due to the nature of the human body itself. As Germaine Greer writes, "Humans are the only animals which can consciously and deliberately change their appearance according to their own whims"

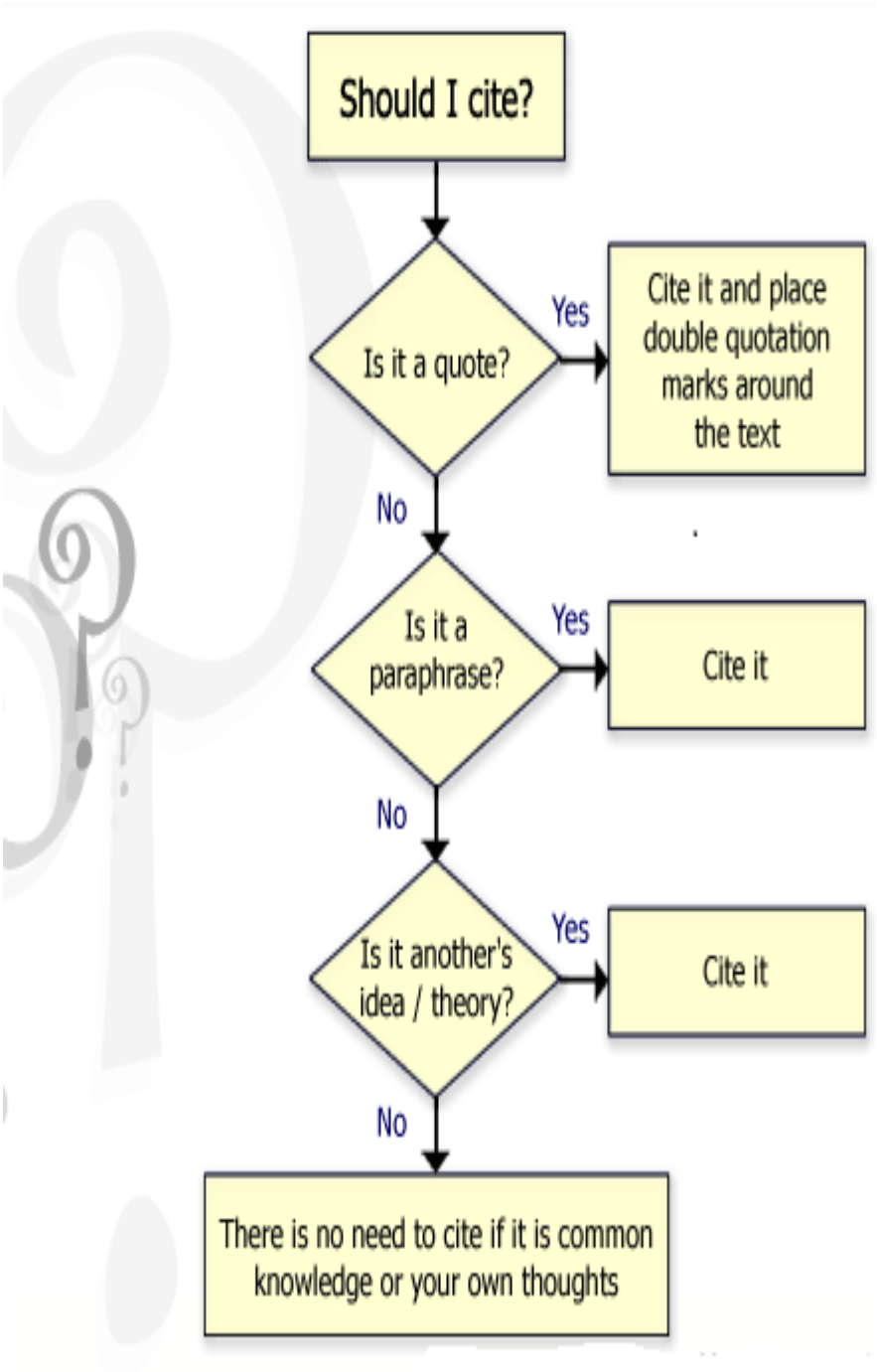
[b] Which extend an argument you make:

Many more mundane elements of our social life can be thought of as body modification rituals. For instance, as Greer argues, "Fashion, because it is beyond logic, is deeply revealing"

[c] Or which you wish to challenge:

While Greer argues that "beautification and mutilation are the same activity", I wish to suggest that some body modifications should be clearly seen and judged to be harmful and cruel by civilized societies--in effect, that beautification and mutilation must be kept separate.

Consider the diagram below to help you decide when you need to cite:



Look at the two paragraphs below: which one seems more authoritative?

Paragraph <u>ONE</u>

The importance, or otherwise, of lyrics in popular music, and academic approaches to song lyrics, is subject to much debate. The supposed 'poor' standard or presumed meaninglessness of popular music lyrics, become a means to critique popular music. Conversely, it could be argued that too much attention is given to a song's lyrics, to the point where the music itself is overlooked; it is also possible to overestimate the degree to which the music listener actually listens to the words, or perceives them to be the site of meaning in a song. Nonetheless, Simon Frith suggests that lyrics do allow songs to be 'used in particular ways': lyrics facilitate certain 'creative articulations'. In the case of protest music, the lyrics allow a song to be made to speak to political issues.

Paragraph <u>TWO</u>

The importance, or otherwise, of lyrics in popular music, and academic approaches to song lyrics, is subject to much debate (Frith, 1998; Shepherd, 1999; Fornas, 2003). The supposed 'poor' standard or presumed meaninglessness of popular music lyrics, become a means to critique popular music. Conversely, it could be argued that too much attention is given to a song's lyrics, to the point where the music itself is overlooked; it is also possible to overestimate the degree to which the music listener actually listens to the words, or perceives them to be the site of meaning in a song (Shepherd, 1999:172). Nonetheless, Simon Frith suggests that lyrics do allow songs to be 'used in particular ways' (cited in Martin, 1995:273): lyrics facilitate certain 'creative articulations' (Johnson, 2000). In the case of protest music, the lyrics allow a song to be made to speak to political issues.

The paragraphs are identical, except for the absence of citations from paragraph 1.

The first paragraph may be just as interesting as the second, but within an academic context, a context that requires you to show from where you have taken ideas, the second has far more authority, it is more persuasive. It shows that the ideas you are discussing are matters that are important to your particular academic community.

Some FAQs on Citations

How can we talk about owning ideas? Isn't ideas part of the culture, part of all of us?

Good question. Indeed, some cultures view ideas differently than others. For example, in some cultures, in order to honour the words and thoughts of ancestors, students memorize long portions of the ancestor's exact words. In such a culture, being able to reproduce such words may represent a way of honoring the ancestor. And citation may be unnecessary because the culture at large understands where the words come from. But remember that the culture in which you exist is twenty-first century academic culture. Academics do not regard it as an honour to be quoted without attribution; indeed, they regard it as a violation. Traditionally, academic culture regards words and ideas as able to be owned, and academic reputation depends in part on owning a lot.

Doesn't the whole idea of ownership of ideas reek of capitalism?

Well, yes. The language of "stealing" "crediting" being in debt, and "owning" ideas relies heavily on capitalism for its imagery. Before the printing press made writing capturable, words,

stories, and legends were passed down in an oral tradition, where memorizing and reproducing were needed skills, and attribution was generally unnecessary. But we live in different times, and ever changing ones. Ownership of ideas became important when the invention of the printing press replaced the oral tradition. In our present era, the Internet offers us new challenges to figuring out who owns ideas. In the popular culture, borrowing of words and ideas is a frequent topic of disagreement and discussion—whether of the propriety of popular historians' plagiarizing other sources, the ethics of sampling music and lyrics, or of the ethics of ghost-written "autobiographies" and speeches. While popular culture may dispute the notion of ownership, academia has firmly embedded that notion. Further, as a matter of common politeness, you should try to give credit to the originators of ideas, difficult though that task may be.

How do I know what citation format to use?

Which citation style you should use depends upon the subject area of the class and the preferences of your professor. There are three major citation styles:

- **American Psychological Association Style (APA)** - the most common style in the social sciences (psychology, education, sociology etc.)
- **Chicago Manual Style (CMS)** - commonly used in the humanities (history, philosophy, and etc.)
- **Modern Language Association Style (MLA)** - used in English and in some other disciplines in the humanities
- **Harvard Referencing Style** - used widely for academic writing

What is common knowledge? What has it got to do with issues of citation?

Common knowledge is information that is so well known and uncontroversial that there is no need to cite a source for it. For

example, if you are writing about the role of Mahatma Gandhi in the India's freedom movement, you could assume that the basic facts of these events are common knowledge. However, when you discuss the controversies involving that information, for example, whether his approach is popular among Indian people, or he is over-biased towards Muslims or some amalgam of the two, you need to cite your sources.

How do I know what is considered common knowledge?

By working hard, listening carefully, and reasoning clearly. As you study the material in your courses, particularly in introductory courses, think about whether a particular paradigm or view is expressed by several, whether it is described as a common part of the literature, or whether it seems to be attributed to one person. Paying attention to sources should be part of your reading process. Generally, introductory courses explain the assumptions of such disciplines; that is, they reveal to you both the discipline's arguments and its fault lines. As you learn more about the discipline and the questions it explores, you should begin to understand better what that discipline commonly understands and accepts.

Do I have to cite myself?

If you published an idea previously (and in this context turning in a paper for a class may be thought of as publishing), then you should cite yourself when you use the same idea in a later paper.

Do I have to cite a newspaper article? A conversation with another person?

Again, on the general presumption that it's best to cite all your sources, the answer is yes.

If I'm getting a whole paragraph or couple of paragraphs from one source, how often do I have to cite the source? Is once at the end enough?

You should cite it as often as you need to in order to make clear to your reader where it comes from and whose idea it is. Think about being the reader of such a paragraph or set of paragraphs. How often would you have to see a source to know what the source of each statement is? Where would you as a reader like to have guideposts as to whose idea you are reading? The answer is probably more than just at the end of a paragraph or a set of paragraphs. Think about a reader asking constantly "Whose idea is this?" and arrange your citations so as to answer that question.

When I have a long quotation or paraphrase that comes from one source, how do I cite if I put a new idea in the middle?

Keep in mind that, if you put your own idea in the middle of those of the other author, the reader must be able to figure out whose ideas are whose. It's a good idea to think about bracketing the sentences that represent the ideas of one source: that is, acknowledge the source both at the beginning and the end of the section taken from that source.

If I download a paragraph or two directly from the Internet, can I just put it in quotation marks, cite the source, and use it in my paper?

Doing so may indicate that you have been honest in a technical kind of way, but it will also show that, as a writer, you have been lazy or careless.

What's the difference between citing and quoting?

Citing means acknowledging the source of the idea and indicating its location so your reader can consult that work. Quoting refers to using the exact words of another source in your writing. When you quote, you must use quotation marks or

indention to indicate that the words are not yours, and you must also cite the source.

Why do some professors criticize my papers for using lots of quotations when others seem to like such use?

Some disciplines focus on language: others value ideas more than language. For example, if you are writing a paper for an English course, chances are that you are analyzing a particular use of language. Therefore you will have to quote at least that piece of language under analysis. On the other hand, if you are surveying the previous research for a biology research project, chances are that you will spend your time paraphrasing the findings, and you will use few or no direct quotations, although you will of course cite your sources.

Why do different disciplines use different formats for citation?

The answer to this question has to do with the histories of these citation systems and what different disciplines value. You can see in the differences between systems of citation that different disciplines emphasize different characteristics of the sources. For example, note that in the APA format, the date is listed in a much more prominent place than in MLA: APA puts the date immediately after the author's name while MLA puts it after the name, title, and publication information. This difference may indicate that the disciplines differ in their emphasis on when something was published: APA regards that information as more important than does the MLA.

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NOTE: For more information on citation and paraphrase, consult the web page from which some of the above was excerpted:

http://www.grinnell.edu/academic/writinglab/ethicaluse/
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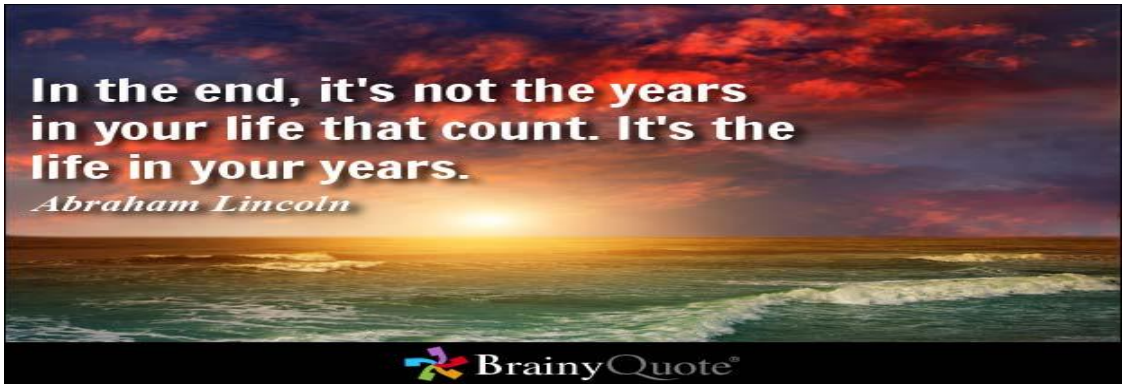
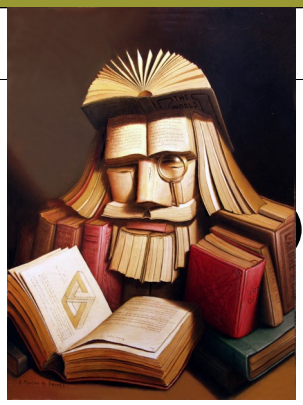

In the end, it's not the years
in your life that count. It's the
life in your years.
Abraham Lincoln
BrainyQuote

NO. YOU MAY
NOT OUTSOURCE
YOUR HOMEWORK
TO INDIA.

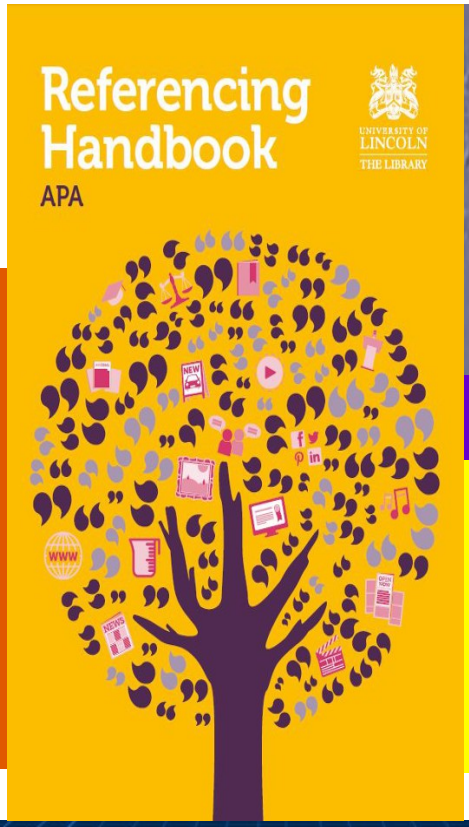
A Guide to Research Scholars

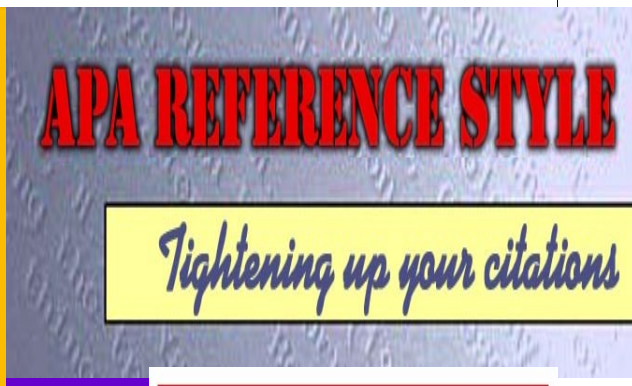


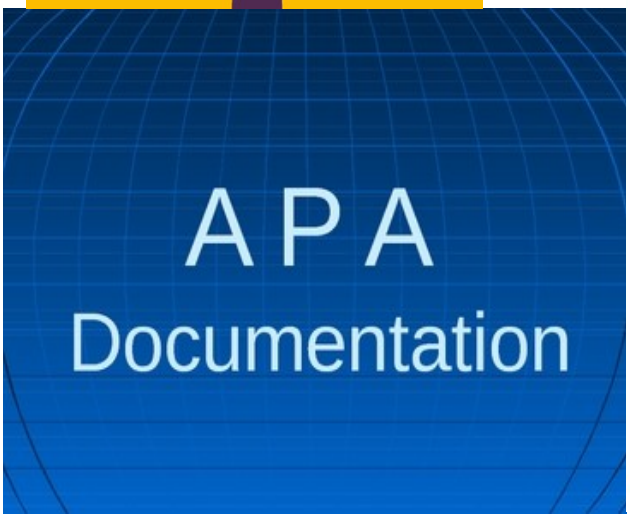
RESEAERCH Referencing …

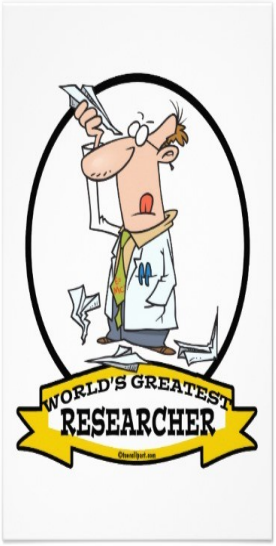
Chapter 04

APA Referencing





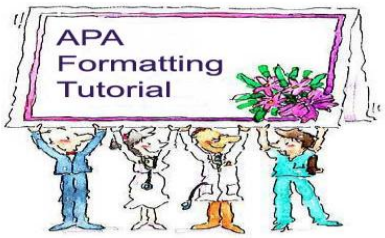




CITATION STYLES:

American Psychological Association

APA REFERENCING
An Annotated Guide



Introduction

This chapter provides a basic introduction to the APA citation style. It is based on the *6th edition of the Publication Manual of the American Psychological Association* published in 2010 (2009).

The *Publication Manual* is generally used for academic writing in the social sciences. The manual itself covers many aspects of research writing including selecting a topic, evaluating sources, taking notes, plagiarism, the mechanics of writing, the format of the research paper as well as the way to cite sources.

This guide provides basic explanations and examples for the most common types of citations used by research scholars. For additional information and examples, refer to the *Publication Manual*.

Signal Phrases to Contextualize

Never--NEVER--simply use a quotation into your text without indicating why it's there in someway. The easiest way to

incorporate quotations gracefully is with "signal phrases," which serve to link the quotation with your sentences and to name the author of the quoted material.

There are many "signaling verbs" one can use in a signal phrase:

acknowledges	**concludes**	**emphasizes**	**replies**
agrees	**concurs**	**observes**	**responds**
asserts	**describes**	**offers**	**suggests**
claims	**disagrees**	**remarks**	**writes**

[a] Use signal phrases to introduce quotations which support your view:

Body modification appears to be universal among human species, perhaps due to the nature of the human body itself. As Germaine Greer writes, "Humans are the only animals which can consciously and deliberately change their appearance according to their own whims"

[b] Which extend an argument you make:

Many more mundane elements of our social life can be thought of as body modification rituals. For instance, as Greer argues, "Fashion, because it is beyond logic, is deeply revealing"

[c] Or which you wish to challenge:

While Greer argues that "beautification and mutilation are the same activity", I wish to suggest that some body modifications should be clearly seen and judged to be harmful and cruel by civilized societies--in effect, that beautification and mutilation must be kept separate.

[A] Direct Quotations

As a research author/writer/scholar, you may have to rely/refer to many information/views/opinions that are already available and you have, in fact, clearly identified them during survey of literature. All these may have to used/quoted in your study/paper to support/enrich your work. These quotations are to be carefully cited and documented in your paper enabling the

readers to retrieve them, if necessary. Direct quotations allow you to acknowledge a source within your text by providing a reference to exactly where in that source you found the information. The reader can then follow up on the complete reference in the Reference List page at the end of your paper.

- Quotations of usually less than 40 words should be incorporated in the text and enclosed with double quotation marks. Provide the author, publication year and a page number. Following two examples may be distinguished and appreciated.

  She stated, "The 'placebo effect,' ...disappeared when behaviors were studied in this manner" (Miele, 1993, p. 276), but he did not clarify which behaviors were studied.
  [Quotation, truncated, ends within the sentence; page number immediately after the year]

  Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviors were studied in this manner" (p. 276).
  [Quotation, in full, closes at the end of the sentence; page number at the end]

- When making a quotation of more than 40 words use a free-standing "block quotation" on a new line, indented five spaces and omit quotation marks. Quotation may consist of two or more sentences.

  Miele (1993) found the following:

  > **The "placebo effect," which had been verified in previous studies, disappeared when behaviors were studied in this manner. Furthermore, the behaviors were never exhibited, even when reel [sic] drugs were administered. Earlier studies were clearly premature in attributing the results to a placebo effect. (p. 276).**
  >
  > [page number at the end]

- For electronic sources such as Web pages, provide a reference to the author, the year and the page number (if it is a PDF document), the paragraph number if visible or a heading followed by the paragraph number.

"The current system of managed care and the current approach to defining empirically supported treatments are shortsighted" (Beutler, 2000, Conclusion section, ¶ 1)

[Note how Para number is cited]

[B] Indirect Quotations

Some times, you may have to make use of other's view/opinion, without using the author's original words. When using your own words to refer indirectly to another author's work, you must identify the original source. A complete reference must appear in the Reference List at the end of your paper.

- In most cases, providing the author's last name and the publication year are sufficient:

  Smith (1997) compared reaction times…

  Within a paragraph; you need not include the year in subsequent references.

  Smith (1997) compared reaction times. Smith also found that…

- If there are two authors, include the last name of each and the publication year:

  …as James and Ryerson (1999) demonstrated…
  …as has been shown (James and Ryerson, 1999)…

- If there are three to five authors, cite all authors the first time; in subsequent citations, include only the last name of the first author followed by "*et al*." and the year:

  Williams, Jones, Smith, Bradner, and Torrington (1983) found…
  Williams *et al.* (1983) also noticed that…

- The names of groups that serve as authors (e.g. corporations, associations, government agencies, and study groups) are usually spelled out each time they appear in a text

citation. If it will not cause confusion for the reader, names may be abbreviated thereafter:

First citation: (National Institute of Mental Health [NIMH], 1999)
Subsequent citations: (NIMH, 1999)

- To cite a specific part of a source, indicate the page, chapter, figure, table or equation at the appropriate point in the text:

(Czapiewski & Ruby, 1995, p. 10)
(Wilmarth, 1980, Chapter 3)

- For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the ¶ symbol or abbreviation para. If neither is visible, cite the heading and the number of the paragraph following it to direct the reader to the quoted material.

(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)

- When citing a work which is discussed in another work, include the original author's name in an explanatory sentence, and then include the source you actually consulted in your parenthetical reference and in your reference list.[here, Andrews, 2007]

Smith argued that...(as cited in Andrews, 2007)

REFERENCE LIST

Your reference list should appear at the end of your paper. In some cases, a list of all references may find a place at the end of the book. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

Your references should begin on a new page separate from the text of the essay; label this page "References" centered at the top of the page (do NOT bold, underline, or use quotation marks for the title). All text should be double-spaced just like the rest of your essay.

Important Features

- All lines after the first line of each entry in your reference list should be indented one-half inch from the left margin. This is called hanging indentation.
- Authors' names are inverted (last name first); give the last name and initials for all authors of a particular work if it has three to seven authors. If the work has more than seven authors, list the first six authors and then use ellipses after the sixth author's name. After the ellipses, list the last author's name of the work.
- Reference list entries should be alphabetized by the last name of the first author of each work.
- If you have more than one article by the same author, single-author references or multiple-author references with the exact same authors in the exact same order are listed in order by the year of publication, starting with the earliest.
- When referring to any work that is NOT a journal, such as a book, article, or Web page, capitalize only the first letter of the first word of

a title and subtitle, the first word after a colon or a dash in the title, and proper nouns. Do not capitalize the first letter of the second word in a hyphenated compound word.
- Capitalize all major words in journal titles.
- Italicize titles of longer works such as books and journals.
- Do not italicize, underline, or put quotes around the titles of shorter works such as journal articles or essays in edited collections.

Below are some examples of the most common types of sources including online sources.

I NON-ELECTRONIC SOURCES

Traditionally, books, articles and paper from print media, i.e., non-electronic, are quoted in the text material relating to research work/paper. To make the process systematic and universal, several citations methods were devised during the early part of the 20th century. The ultimate aim and scope of these citation methods is to standardize the citation process.

[A] Books

Books form the major bulk –sources of citation which has been followed for more than a century. Following examples would cover various types of citation used in APA style while citing books.

[a] Book with one author

Bernstein, T.M. (1965). *The careful writer: A modern guide to English usage* (2nd ed.). New York, NY: Atheneum.

[b] Work with two authors

Beck, C. A. J., & Sales, B. D. (2001). *Family mediation: Facts, myths, and future prospects*. Washington, DC: American Psychological Association.

[c] Two or more works by the same author

Arrange by the year of publication, the earliest first.

Postman, N. (1979). *Teaching as a conserving activity*. New York, NY: Delacorte Press.

Postman, N. (1985). *Amusing ourselves to death: Public discourse in the age of show business*. New York, NY: Viking.

If works by the same author are published in the same year, arrange alphabetically by title and add a letter after the year as indicated below

McLuhan, M. (1970a). *Culture is our business*. New York, NY: McGraw-Hill.

McLuhan, M. (1970b). *From cliche to archetype*. New York, NY: Viking Press.

[d] Anthology or compilation

Gibbs, J. T., & Huang, L. N. (Eds.). (1991). *Children of color: Psychological interventions with minority youth*. San Francisco, CA: Jossey-Bass.

[e] Work in an anthology or an essay in a book

Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III, & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

[f] Book by a corporate author

Associations, corporations, agencies, government departments and organizations are considered authors when there is no single author

American Psychological Association. (1972). *Ethical standards of psychologists*. Washington, DC: American Psychological Association.

[B] Articles

Next to books, articles, papers, etc take the second place of resources for citation. Following would help the research scholar understand the intricacies in citing the articles in a research paper.

[a] Article in a reference book or an entry in an encyclopedia

If the article/entry is signed, include the author's name; if unsigned, begin with the title of the entry

Guignon, C. B. (1998). Existentialism. In E. Craig (Ed.), *Routledge encyclopedia of philosophy* (Vol. 3, pp. 493-502). London, England: Routledge.

[b] Article in a journal

Mellers, B. A. (2000). Choice and the relative pleasure of consequences. *Psychological Bulletin, 126*, 910-924.

Note: List only the volume number if the periodical uses continuous pagination throughout a particular volume. If each issue begins with page 1, then list the issue number as well.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research, 45*(2), 10-36.

[c] Article in a newspaper or magazine

Semenak, S. (1995, December 28). Feeling right at home: Government residence eschews traditional rules. *Montreal Gazette*, p. A4.

Driedger, S. D. (1998, April 20). After divorce. *Maclean's, 111*(16), 38-43.

[d] Television or radio program

MacIntyre, L. (Reporter). (2002, January 23). Scandal of the Century [Television series episode]. In H. Cashore

(Producer), *The fifth estate*. Toronto, Canada: Canadian Broadcasting Corporation.

[e] Film, video recording or DVD

Kubrick, S. (Director). (1980). *The Shining* [Motion picture]. United States: Warner Brothers.

II ELECTRONIC SOURCES

We are in the era of ICT. Publishing online, either an article or paper or a book, has become the fast growing trend and quite often, the most popular and useful happening in the world of publishing. This guide provides basic guidelines and examples for citing electronic sources using the *Publication Manual of the American Psychological Association*, 6th edition and the *APA Style for Electronic Sources* (2008). APA style requires that sources receive attribution in the text by the use of parenthetical in-text references.

Where available, the doi (digital object identifier) number should be used to provide access information for electronic materials. URLs may be included for resources that do not have a doi number. The names of full-text databases and rarely necessary in an APA citation. Retrieval date information should only be included when the page/site/information is likely to change.

[a] Journal Articles

[a1] Article with DOI

Format:
Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, *volume #*(issue number), start page-end page. doi: alphanumeric string

Citation:
Welch, K.E. (2005). Technical communication and physical location: Topoi and
architecture in computer classrooms. *Technical Communication Quarterly 14*(3), 335-344. doi: 10.1207/s15427625tcq1403_12

[a2] Article with DOI

Format:
Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, *volume #*(issue number), start page-end page. Retrieved from URL

Citation:
Fisher, D., Russell, D., Williams, J., & Fisher, D. (2008). Space, time & transfer in
virtual case environments. *Kairos 12*(2), 127-165. Retrieved from http://kairos.technorhetoric.net/12.2/binder.html?topoi/fisher-etal/articleIntro.html

[a3] Advanced Online Publication

Format:
Author Last, First Initial. (Year of Publication). Article title. *Journal Title*, *volume #*(issue number), start page-end page. Advance online publication. doi: alphanumeric string or URL

Note: In the following , the text includes neither page numbers nor a doi number. Therefore, the page number component is not included and the URL is substituted for the doi.

Citation:
St. John, J., & Quinn, T.W. (2008). Rapid capture of DNA targets. *Biotechniques 44*(2). Advance online publication. Retrieved

from http://www.biotechniques.com/default.asp?page=aop&subsection=article_display&display=full&id=112633

[a4] In-Press article retrieved from institutional or personal Web site

Format:
Author Last, First Initial. (in press). Article title. *Journal Title*. Retrieved from doi or URL

Citation:
Papini, P., Adriani, O., Ambriola, M., Barbarino, G.C., Basili, A., Bazilevskaja, G.A.,et al. (in press). In-flight performances of the PAMELA satellite experiment. *Nuclear Instruments and Methods in Physics Research Section A: Accelerators, Spectrometers, Detectors, and Associated Equipment.* Retrieved from http://www.sciencedirect.com

[a5] Manuscript in preparation, retrieved from institutional or personal Web site

Format:
Author Last, First Initial. (n.d.). *Manuscript title.* Manuscript in preparation. Retrieved from URL

Note: The initials n.d. (no date) are included here in lieu of the publication date.

Citation:
Goggans, H. (n.d.) *The "Floating Bear" as zine precursor*. Manuscript in preparation. Retrieved from http://www.heathergoggans.com

[b] Electronics Books

[b1] Entire Book

Format:
Author Last, First Initial. (Year). *Title.* Retrieved from URL

Citation:
Dickens, C. (1910). *A tale of two cities*. Retrieved from http://books.google.com/books?id=Pm0AAAAAYAAJ

[b2] Book Chapter

Format:
Author Last, First Initial. (Year). Chapter title. In First Initial Last Name & First Initial Last Name (Eds.), *Book title* (pp. start page-end page). doi: alphanumeric string

Note: Use a doi number if available. If a number is not available, do not provide retrieval information for book chapters.

Citation:
Shun, I. (1998). The invention of the martial arts: Kanao Jigorao and Kaodaokan judo. In S. Vlastos (Ed.), *Mirror of modernity: Invented traditions of modern Japan* (pp. 163-173).

[c] Dissertations and Theses

[c1] Thesis retrieved from Database

Format:
Author Last, First Initial. (Year). *Title*. Retrieved from database name. (accession number if available)

Citation:
Houck, A.M. *If God is God: Laughter and the divine in ancient Greek and modern Christian literature*. Retrieved from ProQuest Digital Dissertations. (AAI9990560)

[c2] Dissertation Defense

Format:
Author Last, First Initial. (Year, Month Day of Pub). *Title* [Format of defense] (Dissertation defense, University Name). Name. Retrieved from URL

Citation:
Boardman, R. (2004, September 24). *Improving tool support for personal information management* [PowerPoint slides](Dissertation defense, Imperial College of London Department of Electrical and Electronic Engineering).

Retrieved from http://www.slideshare.net/rick/phd-defenseimproving-tool-support-for-personal-information-management/

[d] Abstracts

[d1] Abstract as Original Source

Format:
Author Last, First Initial. (Year, Month Day of Pub). *Title.* [Abstract]. Retrieved from name of database.

Note: If a publication number is assigned to the abstract, it may be included in parentheses after the title.

Citation:
Berman, L.M., & Letellier, B. (1996). *Pharaohs: Treasures of Egyptian art from the Louvre* (AEB 1996.0572) [Abstract]. Retrieved from Annual Egyptological Bibliography database.

[d2] Abstract submitted for Meeting, Symposium or Poster Session

Format:
Author Last, First Initial. Title of Article. (Year, Month Day). Title of abstract. In First Initial Last Name of authority (Title of Authority), *Title of Meeting, Symposium, or Poster Session*. Type of meeting conducted at the name of sponsoring meeting or conference. Abstract retrieved from URL

Citation:
Miller, C. (2007, June 25). Preserving soil survey data with GIS. In J.J. Meier (Web Editor), *Issues and trends in digital repositories of non-textual information: Support for research and teaching.* Poster session conducted at the ACRL Science and Technology Section conference. Abstract retrieved from http://www.ala.org/ala/acrl/aboutacrl/acrlsections/sciencetech/stsconferences/posters07.cfm#poster5

[d3] Abstract from Secondary Source

Format:
Author Last, First Initial. (Year). Article title. *Journal Title volume #*(issue number if available), start page-end page. Abstract retrieved from secondary source
name.

Citation:
Chung, D.S., & Kim, S. (2008). Blogging activity among cancer patients and their companions: Uses, gratifications, and predictors of outcomes. *Journal of the American Society for Information Science and Technology 59*(2), 297-306. Abstract retrieved from Wiley InterScience database.

[e] Bibliographies

[e1] Bibliography from Web site

Format:
Author Last, First Initial. (Year of Pub). *Title.* Retrieved from Name of Source:URL.

Citation:
de Zepetnek, S.T., Nielsen, W.C., & Aoun, S. (n.d.). *Selected bibliography for*
work in comparative cultural studies (history, theory, method). Retrieved from CLCWeb: Comparative Literature and Culture: http://clcwebjournal.lib.purdue.edu/library/ comparativeculturalstudies(biblio).html

[e2] Bibliography from Courseware

Format:
Last Name, First Initials of Author. (Year of Pub). *Title of course* [Bibliography]. Retrieved from Name of University and Courseware Product/Site: URL.

Citation:
Johnston, S.L. (2004). *French resources on the web* [Bibliography]. Retrieved from Trinity University BlackBoard site: http://bb.trinity.edu

[f] Book Reviews and Journal Article Commentaries

[f1] Book Review

Format:
Author Last, First Initial. (Year of Publication). Title of review [Review of the book *Title of book*]. *Journal Title, volume #*(issue # if available), inclusive page numbers or location on the web page. Retrieved from URL

Citation:
Ferrer, H. (2006). The case of the disappearing genres [Review of the book *Best American mystery stories 2005*]. *American Book Review, 27*(4), 8-9. Retrieved from http://americanbookreview.org

[f2] Peer Commentary, titled

Format:
Author Last, First Initial. (Year of Pub). *Title of commentary* [Peer commentary on the journal article "Title of article"]. Retrieved Month Day, Year, from URL

Note: If the title of the item under review is clear from the title of the review, then the bracketed explanation is not necessary.

Citation:
Bizzell, P., & Herzberg, B. (1988). *A response to Kathleen E. Welch* [Peer commentary on the journal article "A critique of classical rhetoric: The contemporary appropriation of ancient discourse"]. *Rhetoric Review 6*(2): 246. Retrieved from http://www.jstor.org/stable/465942

[g] Curriculum and Course Materials

[g1] Curriculum Guide

Format:
Author Last, First Initial. (Year of Publication). *Title*. Retrieved from host web sitename: URL.

Citation:
National Park Service, U.S. Department of the Interior. (2007). *Imagining the corps of discovery: Visual art of and about the Lewis and Clark expedition.* Retrieved from Lewis and Clark Journey of Discovery web site: http://www. nps.gov/archive/jeff/LewisClark2/Education/ Visual Art/ VisualArtLessonPlan.htm

[g2] Lecture Notes

Format:
Author Last, First Initial. (Year of Pub). *Title* [format of notes].Retrieved from host web site name: URL.

Citation:
Johannesson, C. (2008). *The mole* [PowerPoint slides]. Retrieved from Communication Arts High School web site: http://www.nisd.net/ communicationsarts/pages/chem/ppt/ molarconv_pres.ppt

[h] Raw Data

[h1] Data Set

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title*. [Format of data]. Available from Name of source site: URL

Citation:
Chris Bell U.S. Congress Committee. (2004). *FEC-116877 Form F3* [Data file]. Retrieved from Federal Election Commission web site: http://www.fec.org/finance/disclosure/efile_search.shtml

[h2] Graphic Representation of Data

Format:
Author Last, First Initial or Corporate Author Name. (Year of Pub). [Description of graphic representation of data]. *Title of source.* Retrieved from URL

Citation:
Sullivan, R.D. (2007). [Map depicting 10 different political regions in the United States for the 2008 election year]. *Beyond red & blue.* Retrieved from

http:// massinc.typepad.com/ beyondredandblue/2007/09/beyond-red-blue.html

[h3] Qualitative Data

Format:
Author Last, First Initial (Responsibility) and Subject Last, First Initial (Responsibility). (Year of Publication). *Title of collected data* [Format of data]. Retrieved from Name of web site: URL

Note: Interviews conducted one-on-one that have not been preserved in print or other formats should be cited in text as a personal communication. Data that cannot be retrieved is not included in the list of references.

Citation:
Quintard, T. (Interviewer) & Monroe, E. (Interviewee). (1974). *Ethel Monroe, April 5, 1974* [Audio file]. Retrieved from Black Oral History web site: http://www.wsulibs. wsu.edu/holland/masc/xblackoralhistory.html

[i] Reference Materials

[i1] Online Encyclopedia

Format:
Author Last, First Initial. (Year of Publication). Title of entry. In First Initial Last Name of editor (Ed.), *Title*. Retrieved Month Day, Year, from URL of index or main page of encyclopedia

Note: If no author is listed for an entry, include the title of the entry first in the citation.

Citation:
Kania, A. (2007). Philosophy of music. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved from http://plato.stanford.edu/entries/music/

[i2] Online Dictionary

Format:
Title of entry. (Year of Publication). In *Title of dictionary*. Retrieved Month Day, Year, from URL of index or main page of dictionary

Citation:
German shepherd. (n.d.). In *Merriam-Webster's collegiate dictionary.* Retrieved from http:// www.britannica.com/dictionary?book=Dictionary

[i3] Online Handbook

Format:
Author Last, First Initial. (Year of Publication). Title of entry. In First Initial Last Name of editor (Ed.), *Title*. Retrieved Month Day, Year, from URL of index or main page of handbook

Note: If no author is listed for an entry, include the title of the entry first in the citation.

Citation:
Wallace, E. (n.d.). Fort Stockton, TX. In R.R. Barkley (Ed.), *The Handbook of Texas online.* Retrieved from http://www.tshaonline.org/handbook/online/index.html

[i4] Wiki

Format:
Title of entry. (n.d.). Retrieved Month Day, Year, from Title of Wiki: URL

Note: Wikis are collaboratively authored, rarely signed, and always changing. Therefore, author and publication date are not required.

Citation:
Judo. (n.d.). Retrieved August 29, 2007, from Wikipedia: http://en.wikipedia.org/wiki/Judo

[j] Gray Literature

[j1] Annual Report

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title*. Retrieved from URL

Citation:
Honda Motor Co. (2004). *Annual report*. Retrieved from http://world.honda.com/ investors/ annualreport/2004/07.html

[j2] Fact Sheet

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* [Fact sheet]. Retrieved from URL

Citation:
Boy Scouts of America. (n.d.). *Merit badge program* [Fact sheet]. Retrieved from http://www. scouting.org/factsheets/02-500.html

[j3] Consumer Brochure

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* [Brochure]. Retrieved from URL

Citation:
First Five Oral Health. (2005). *Healthy teeth begin at birth* [Brochure]. Retrieved from http://www.first5oralhealth.org/page.asp?page_id=439

[j4] Public Service Announcement

Format:
Author Last, First Initial or Corporate Author Name (Responsibility of Author). (Year of Publication). *Title* [Format of announcement]. Retrieved from URL

Citation:
Lynch, D. (Director). (2007). *Clean up New York* [Video file]. Retrieved from http://www. youtube.com/watch?v=ZSWv90msTUc

[j5] Presentation Slides

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* [Format of slides]. Retrieved from URL

Citation:
Rutter, R., & Boulton, M. (2007). *Web typography sucks* [PowerPoint slides].Retrieved from http://webtypography.net/sxsw2007/

[j6] Technical or Research Report

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* (Report No. if available). Retrieved from URL

Citation:
Miller, D.C., Sen, A., & Malley, L.B. (2007). *Comparative indicators of education in the United States and other G8 countries* (Report No. GPO ED003826P). http://nces.ed.gov/ pubsearch/pubsinfo.asp?pubid=2007006

[j7] Press Release

Format:
Author Last, First Initial or Corporate Author Name. (Year, Month Day of Publication).*Title* [Press release]. Retrieved from URL

Citation:
Department of Athletics, Trinity University. (2008, January 7). *Trinity wins Pontiac game changing performance of the year award* [Press release].Retrieved from http://www.trinity.edu/departments/athletics/Football/Pontiac_GCPOY.htm

[j8] Policy Brief

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* (Policy No. if available). Retrieved from URL

Citation:
Organization for Economic Cooperation and Development. (2007). *Climate change: Meeting the challenge to 2050*. Retrieved from http://www.oecd.org/dataoecd/6/21/39762914.pdf

[j9] Educational Standards

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title*.Retrieved from URL

Citation:
Texas Education Agency. (1998). *Texas essential knowledge and skills for social studies, subchapter c., high school*. Retrieved from http://www.tea.state.tx.us/ rules/tac/chapter113/ch113c.pdf

[j10] White Paper

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). *Title* [White paper]. Retrieved from URL

Citation:
OCLC Online Computer Library Center. (2002). *OCLC white paper on the information habits of college students* [White paper]. Retrieved from http://www5.oclc.org/downloads/community/informationhabits.pdf

[j11] Newsletter Article

Format:
Author Last, First Initial or Corporate Author Name. (Year of Publication). Title of Article. *Title of Newsletter, volume #* (issue #). Retrieved from URL

Citation:
Seiden, Peggy. (2006). Library survey evaluates service. *@library.edu, the Swarthmore College library newsletter, 8*(2). Retrieved from http:// www.swarthmore.edu/Documents/library/spring06.pdf

[k] General Interest Media and Alternative Presses

[k1] Newspaper Article

Format:
Author Last, First Initial. (Year, Month Day of Publication). Article title. *Newspaper Name*. Retrieved from URL

Citation:
Mapes, L.V. (2005, May 25). Unearthing Tse-whit-zen. *Seattle Times*.Retrieved from http://seattletimes.nwsource.com

[k2] Television Feature, Podcast

Format:
Author Last, First Initial, & Author Last, First Initial (Author Responsibility). (Year of Pub). *Title of television feature* [Motion picture]. In First Initial Last Name (Role of Presenter), *Title of program.* Podcast retrieved from Name of host site: URL

Citation:
Schultz, D. (Producer/Writer). (2007). *Silence of the bees* [Motion picture]. In Kaufman, F. (Executive Producer), *Nature*. Podcast retrieved from PBS: http://www.pbs.org/wnet/nature/rss/podcast.xml

[k3] Audio Podcast

Format:
Author Last, First Initial (Author Responsibility). (Year, Month Day of Publication). Title of podcast [Podcast identification number if available]. *Podcast series Name*. Podcast retrieved from URL

Citation:
Hinze, S. (Host). (2007, December 25). Robots! [Show 440]. *Fanboy radio.* Podcast retrieved from http://media.libsyn.com/media/fanboyradio/fbr_440.mp3

[k4] Online Magazine content not found in print version

Format:
Author Last, First Initial. (Year of Pub). Title of article [Online exclusive]. *Title of Magazine.* Retrieved Month Day, Year, from URL

Citation:
Millet, M. (2005). NextGen: Is this the ninth circle of hell? [Online exclusive]. *Library Journal*. Retrieved December 7, 2007, from http:// www.libraryjournal.com/article/CA509641.html

[I] Online Communities

[I1] Message posted to a newsgroup, or a online forum, or discussion group

Format:
Author Last, First Initial. (Year, Month Day of posting). Title of post [post number if available]. Message posted to URL

Citation:
Epstein, P. (2005, November 20). Dice manipulation. Message posted to http://www.bkgm.com/rgb/rgb.cgi?menu

[I2] Message posted to an electronic mailing list

Format:
Author Last, First Initial. (Year, Month Day of Pub). Title of post [Msg. # if available]. Message posted to Name of List, archived at URL

Note: Since messages in an e-mail list are posted through email, the URL should direct readers to the web site or page where the messages have been archived.

Citation:
Bennick, T. (2007, December 28). Speedball press [Msg. #00189]. Message posted to Book Arts Web electronic mailing list, archived at http://palimpsest.stanford.edu/byform/mailing-lists/bookarts/#archive

[I3] Weblog Post

Format:
Author Last, First Initial. (Year, Month Day of Publication). Title. Message posted to URL

Citation:
Rush, Wilhelmina. (2007, July 12). Four stars! Message posted to http://wilhelminarush.livejournal.com

[l4] Video Weblog Post

Format:
Author Last, First Initial. (Year, Month Day of Publication). Title [Format of post]. Video posted to URL

Note: If the author's name is not provided, the screen name of the posting author may be used instead.

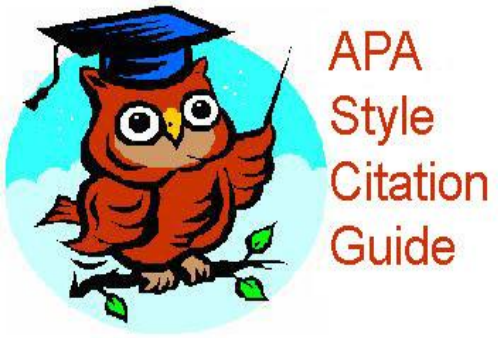
Citation:
Rjsivey. (2007, July 27). Narcoleptic Chihuahua [Video file]. Video posted to http://www.youtube.com/watch?v=XyzeCiW-nn0

[m] Computer Programs, Software, and Programming Languages

[m1] Software downloaded from a Website

Format:
Author Last, First Initial. (Year of Publication). Name of product [format of product]. Available from Name of source: URL *Title*.

Citation:
Elizabeth Huth Coates Library, Trinity University. (2007). Coates library toolbar [Software]. Retrieved from Coates Library: http://lib.trinity.edu/toolbar/index.shtml



Conclusion

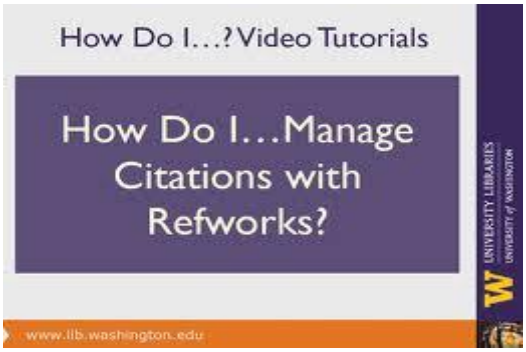
The Internet and other digital sources of information are widely used tools for research, but since they are still relatively new tools, various disciplines are still deciding what the correct way to document electronic sources is, and disciplines are constantly

changing their minds as to what the most appropriate ways are. It may be noted that the situation is in the very formative stage.

To ensure accuracy, it is always best to consult the style manual and/or accompanying website for your discipline first before consulting other sources. Other way to determine the style you should use is to ask your research supervisor for guidelines or resources, or to locate the official website for publications in your discipline and see if they have any guidelines or style manuals available.

References

01] American Psychological Association. *Publication Manual of the American Psychological Association.* 6th ed. Washington DC: APA, 2009. Print.
02] http://www.dianahacker.com/resdoc/home.html
03] http://owl.english.purdue.edu/owl/section/2/
04] http://www.apastyle.org/apa-style-help.aspx
05] http://www.apastyle.org/learn/index.aspx
06] http://www.apastyle.org/products/index.aspx
07] http://owl.english.purdue.edu/owl/section/2/10/
08] http://www.apastyle.org/
09] http://www.lib.usm.edu/help/style_guides/apa.html
10] http://www.nlight.com/Success/Research/8cite.html



"One should either be a work of art, or wear a work of art."
Oscar Wilde

"The computers are fine, the staff's down."

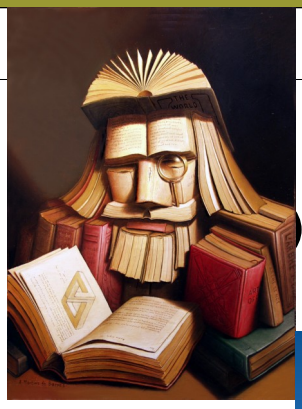
© 1997 Charles Barsotti from The Cartoon Bank. All rights reserved.

"Just among us we goofed. But officially it will go down as computer error."

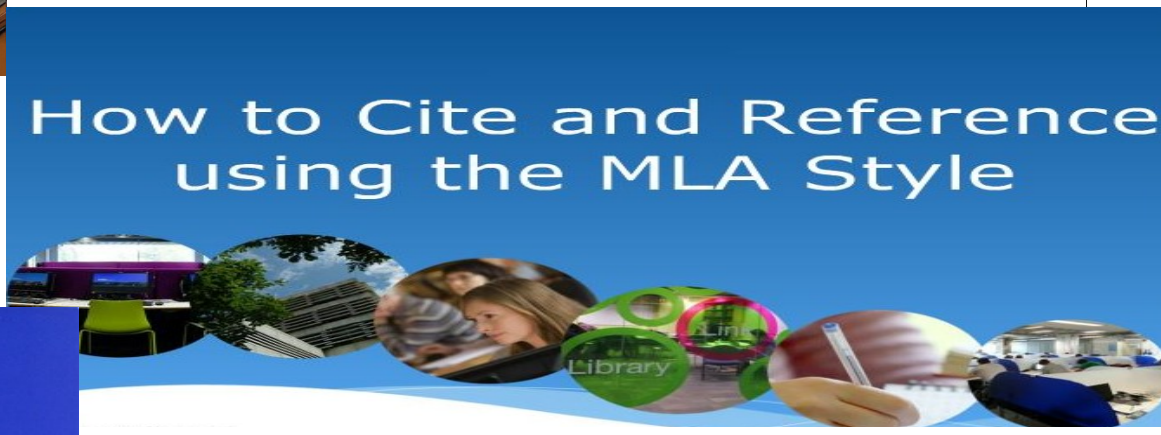
© 1997 Dean Vietor from The Cartoon Bank. All rights reserved.

GLUG
You really shouldn't do that. It's bad to drink alone.
I'm not drinking alone.
I'm surrounded by at least three boring sober people.
[citation needed] by chris o'brien & amy t. falcone
fullpickle.com/citationneeded

A Guide to Research Scholars

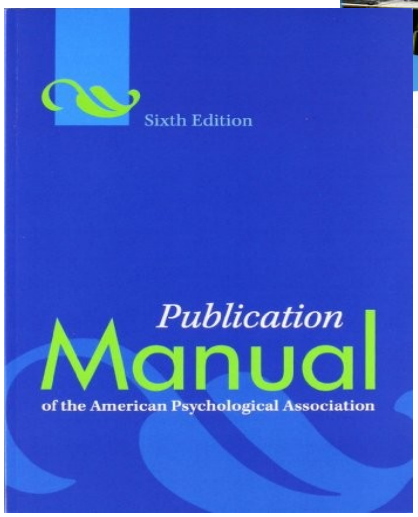


RESEAERCH Referencing …



Chapter 05

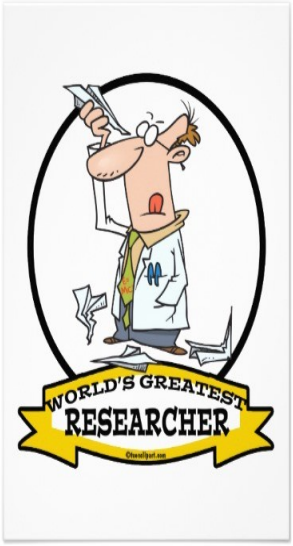
MLA Referencing

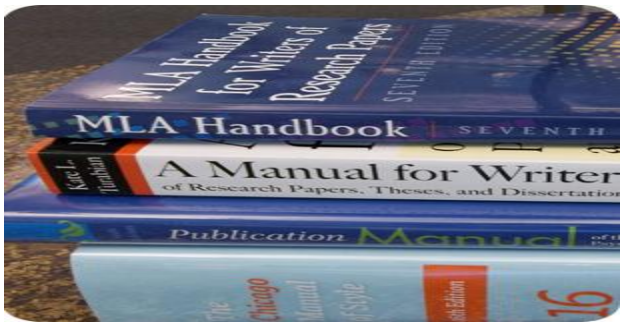


M.L.A. Style

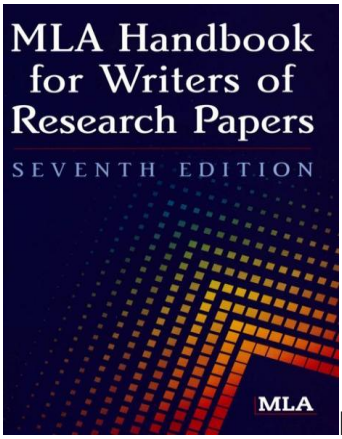
A system to:

- format pages of an essay, and
- credit borrowed info. sources





MLA REFERENCING
An Annotated Guide



Modern Language Association of America

The MLA style is widely used in the fields of modern literature and linguistics.

MLA referencing uses Harvard-style references in the text of the document, but without the year of publication.

The MLA style is published in two different publications: MLA Style Manual and Guide to Scholarly Publishing and MLA Handbook for Writers of Research Papers. These two publications contain identical guidelines for referencing.

MLA is a style using *name* and *page* details for general in-text citations, or line numbers for extracts of scripts or poetry, for example (Johnson 11). It is also appropriate to refer to the title of a work as a form of in-text citation, for example "…Hall's *The Coroner* (7-10) illustrates…"

It is important to give page numbers with in-text citations in the following circumstances:

- when quoting directly
- when referring to a specific detail in a text (for example, a specific theory or idea, an illustration, a table, a set of statistics).

The MLA system uses in-text citations rather than footnotes or endnotes. The citations in-text are very brief, usually just the author's family name and a relevant page number. These citations correspond to the full references in the list of works cited at the end of the document.

Instructions and examples provided herein are based on more detailed information in: Gibaldi, Joseph. *MLA handbook for writers of research papers. 7th ed*. New York : Modern Language Association of America, 2009.

General Information

Some of the important guidelines/instructions are provided herein to enable scholars to grasp the intricacies involved in this style of citation.

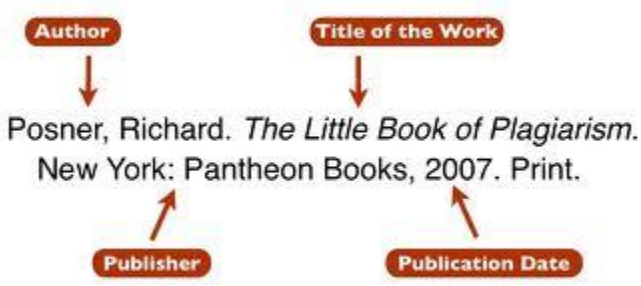
[a] In-text References

- If the author's name is mentioned in the sentence, only cite the page number (see **Author prominent** citation below).
- Font and capitalisation must match that in the reference list.
- Long quotations (more than three lines) should be indented.
- If you are citing more than one reference at the same point in a document, separate the references with a semicolon eg (Smith 150; Jackson 41).
- If the work has no author use the title.
- If you are citing two works by the same author, put a comma after the author's name and add title words. eg (Smyth, "Memories of Motherhood" 77) to distinguish between them in the in-text citation. Do this when citing each of the sources throughout the piece of writing.
- If two authors have the same surname, use their first initial eg (G. Brown 26)

[b] Reference List

- The recommended heading for the reference list is Works Cited, which should be centred.
- Each reference should be formatted with double-spacing and a hanging indent.
- Capitalise the first word of the title or subtitle, and all other significant words.
- Author's names should be listed with full forenames if known.
- The name of the first author is inverted to list the family name first. If there are additional authors their names are not inverted.
- If you cite more than one work by the same author, give the names in the first entry only. Thereafter, use three hyphens instead of the name, eg ---.
- If a reference does not have an author, list it by title. Ignore the leading article (A, The etc.) when inserting the reference into the alphabetical works cited list.
- For a journal article in an online database (e.g. via the Library website) include the name of the database (italicized), the medium of publication (Web) and the date of access.

SAMPLE Illustrations



[a] Citations in the Text

MLA Style uses brief citations within the text of a paper immediately after a quote, a reference to a source, or a paraphrase. The brief citation gives the author and page number of the source you are referring to, allowing readers to locate the full citation in your Works Cited list.

Examples:

> Pythagoras invented the monochord (Smith 182).
>
> Smith believed that Pythagoras invented the monochord (182).

In both examples, the complete information about the work by Smith would appear in the Works Cited list after Smith's name. If you cite more than one work published by

Smith, you would distinguish the works by including a shortened version of the title: e.g. (Smith, *Survey* 182).

[b] Works Cited List (Bibliography)

The following are examples of the most commonly used sources. For examples not given here, refer to the *MLA Handbook for Writers of Research Papers*.

MLA Style requires that you indicate the "medium" of publication, such as: Print, Web, CD, MP3 file, Audiocassette, DVD, Videocassette, E-mail, or Microform. For more examples see the *MLA Handbook for Writers of Research Papers*.

If any required information is not available, MLA Style requires that you use special abbreviations to indicate that the information is unavailable (n.p. - no publisher, n.d. - no publication date, n.pag. - no page number).

Books

Book with One Author:
Author Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year. Medium.

Grenfell, Wilfred Thomason. *Adrift on an Ice Pan*. St. John's: Creative, 1992. Print.

Book with More Than One Author:
Katona, Steven K., Valerie Rough, and David T. Richardson. *A Field Guide to the Whales, Porpoises, and Seals from Cape Cod to Newfoundland*. 4th ed. Washington: Smithsonian Institution Press, 1993. Print.

Book with More Than Three Authors:
Storey, Keith, et al. *Family Life Impacts of Offshore Oil and Gas Employment*. St. John's: Memorial University of Newfoundland, Institute of Social and Economic Research, 1989. Print.

Edited Book:
State the editor(s) followed by a comma and "ed." for one editor, or "eds." for multiple editors.

Kelly, Ursula, and Elizabeth Yeoman, eds. *Despite this Loss: Essays on Culture, Memory and Identity in Newfoundland and Labrador*. St. John's, NL: Iser Books, 2010. Print.

Edited Book (Editor in Addition to Author):
When editors' names follow the title, only use "Ed." (not "Eds.") as it refers to "Edited by".

Seary, Edgar Ronald. *Place Names of the Northern Peninsula*. Ed. Robert Hollett and William J. Kirwin. St. John's: Memorial University of Newfoundland, Institute of Social and Economic Research, 2000. Print.

Chapter/Article in an Edited Book:
Author Lastname, Firstname. "Title of Chapter/Article." Title of Book. Ed. Editor Firstname Lastname. Place of Publication: Publisher, Year. Pages. Medium.

Handcock, W. Gordon. "English Migration to Newfoundland." *Peopling of Newfoundland: Essays in Historical Geography*. Ed. John J. Mannion. St. John's: Memorial University of Newfoundland, Institute of Social and Economic Research, 1977. 15-48. Print.

Translated Book:
After the title, add "Trans." followed by the translator's Firstname Lastname.

Carrier, Roch. *La Guerre, Yes Sir!*. Trans. Sheila Fischman. Toronto: Anansi, 1970. Print.

E-Book:
Author Lastname, Firstname. Title of Book. Place of Publication: Publisher, Year. Title of Database or Website. Medium. Date you accessed it.

Hubbard, Jennifer Mary. *A Science on the Scales: The Rise of Canadian Atlantic Fisheries Biology, 1898-1939*. Toronto: University of Toronto Press, 2006. *ebrary*. Web. 9 Apr. 2009.

Tocque, Philip. *Newfoundland: As It Was, And As It Is In 1877*. Toronto: John B. Magurn, 1878. *Google Book Search*. Web. 9 Apr. 2009.

Edition of a Book (other than the first):
Add the number of the edition after the title, and after the name of any editor(s), translator(s), or compilers(s).

Butt, Kirk R. *Early Settlers of Bay St. George*. 2nd ed. Whitby, ON: Boonen Books, 2007. Print.

Volume of a Book:
Add the volume number after the title, and after the edition.

Parsons, Robert. *Lost at Sea*. Vol. 2. St. John's: Creative Publishers, 1992. Print.

Articles

Journal Article (Print):
"Print" refers to journals published in paper format.

Author Lastname, Firstname. "Title of Article." Name of Journal Volume. Issue (Year): Pages. Medium.

Cox, Gordon. "A Newfoundland Christmas Caroling Tradition." *Folk Music Journal* 3.3 (1977): 242-60. Print.

Journal Article (Article Index):
If you accessed the article using one of the Library's Article Indexes (e.g. Wilson Omnifile, Art Index, Academic Search Premier).

Author. "Title of Article." Name of Journal Volume. Issue (Year): Pages. Name of Article Index. Medium. Date you accessed it.

Thomas, Gerald. "Functions of the Newfoundland Outhouse." *Western Folklore* 48.3 (1989): 221-43. *JSTOR*. Web. 27 Oct. 2008.

Journal Article (Internet):
Author. "Title of Article." Name of Journal Volume. Issue (Year): Pages. Medium. Date you accessed it.

Lackenbauer, Whitney P. "War, Memory, and the Newfoundland Regiment at Gallipoli." *Newfoundland and Labrador Studies* 15. (1999): 176-214. Web. 6 Sept. 2009.

Newspaper Article (Print):
Author. "Title of Article." Name of Newspaper Day Mon. Year: Pages. Medium.

Hudson, Catherine. "Sunken Boat Discovered in Deer Lake." *Western Star* [Corner Brook] 16 Oct. 2009: 3. Print.

Newspaper Article (Article Index):
If you accessed the article using one of the Library's Article Indexes (e.g. Factiva, CBCA Complete).

Author. "Title of Article." Name of Newspaper Day Mon. Year: Pages. Name of Article Index. Medium. Date you accessed it.

Pitts, Gordon. "The Fishery is Dead; Long Live the Fishery." *Globe and Mail* 18 Feb. 2008: B3. *CBCA Complete*. Web. 27 Aug. 2009.

Article in a Web Magazine:
Author. "Title of Article." Name of Magazine. Name of Publisher, Day Mon. Year: Pages. Medium. Date you accessed it.

Moher, Frank. "Son of the Rock." *Backofthebook.ca: Canada's Online Magazine*. Single Lane Media, 11 Oct 2008: n.page. Web. 14 Jan. 2009.

Websites

Entire Website:
Author Lastname, Firstname (if available). Name of Site. Name of institution/organization affiliated with site (sponsor or publisher), date site was created (if available). Medium. Date you accessed it.

Folk Arts Society: Living our Traditions. The Folk Arts Society, n.d. Web. 27 Sept. 2010.

Page/Document on a Website:
Author (if available). "Title of Page." Name of Site. Name of institution/organization affiliated with site (sponsor or publisher),date (if available). Medium. Date you accessed it.

Rose, Crystal. "How to Write Citations and Bibliographies in MLA Style (7th Edition)." *Memorial University Libraries*. Memorial University of Newfoundland, 12 Dec. 2011. Web. 9 Jan. 2012.

Others

Class Lecture:
Instructor's Last name, First name. Course Name and Number. University name, Location. Day Mon. Year. Medium.

Lewis, Robert. Folklore 2230: Newfoundland Society and Culture. Memorial University, St. John's, NL. 5 Feb. 2011. Class lecture.

Class Notes on Course Website (D2L or My Grenfell):
Instructor's Lastname, Firstname. Course Name and Number. University, Day Mon. Year. (if available). Medium. Date you accessed it.

Dalton, Mary. *ENGL 3155: Newfoundland Literature*. Memorial University, n.d. Web. 7 Mar. 2012.

Coursepack:
If you need to cite a source from a custom course package, here are two suggestions from SFU's MLA Citation Guide. However, it's best to first check with the course instructor.

1**. Find the full citation where the article, chapter, etc. was originally published and cite accordingly. The full citations MAY be included in the coursepack. If not, search the library's catalogue or article indexes, Google Scholar, or ask a librarian.**

2. Treat the coursepack as an anthology and the course instructor as compiler:

Author Lastname, Firstname. "Title." Title of Coursepack. Comp. Instructor's Firstname Lastname. Course name and number (if it's not apparent from coursepack title). University, Location. Semester. Pages. Medium.

Pittman, Al. "Becky's Waltz." Newfoundland Literature. Comp. Marc Thackray. English 2155. Memorial University, Corner Brook, NL. Winter 2009. N. pag. Print.

Dictionary/Encyclopedia (Print):
For commonly used or well-known reference books, do not give full publication information; only provide edition and year of publication.

Author (if available). "Title of Entry." Dictionary/Encyclopedia Name. Ed. Editor's name. Edition. Volume. Year of Publication. Medium.

Jamieson, Donald C. "I Saw the Fight for Confederation." *The Book of Newfoundland*. Ed. Joseph R. Smallwood. Vol. 3. 1967. Print.

Dictionary/Encyclopedia (Online):
Author (if available). "Title of Entry." Dictionary/Encyclopedia Name. Name of institution/organization affiliated with site (sponsor or publisher). Date of Publication. Medium. Date you accessed it.

"Moose." *Encyclopaedia Britannica Online: Academic Edition.* Encyclopaedia Britannica Inc. 2009. Web. 29 Feb. 2009.

Dissertation or Thesis (Print):
Author Lastname, Firstname. "Title of Dissertation/Thesis." Diss. Name of University, Year. Medium.

Breslin, Samantha. "Living with Music: An Ethnography of Sessions in St. John's, Newfoundland." Diss. Memorial University of Newfoundland, 2011. Print.

Graphic Novel:
Many graphic novels are created through collaboration. Begin the entry with the name of the person whose contribution is most relevant to your research, following it with a label identifying the person's role. List other collaborators after the title in the order in which they appear on the graphic novel's title page, also identifying their roles. For a graphic novel created entirely by one person, cite it like a book with one author.

Miller, Frank, writer. *Batman: The Dark Knight Returns*. Illustrated by Klaus Janson. Colored by Lynn Varley. Lettered by John Costanza. New York: DC Comics, 1997. Print.

Interview:
Name of person interviewed. Type of interview (Personal interview, Telephone interview). Date of interview Day Mon. Year.

Smith, John. Personal interview. 12 Nov. 2010.

Movie:
Title. Dir. Director's name. Name of Studio/Production Company/Distributor, year. Medium.

Down to the Dirt. Dir. Justin Simms. Newfoundland Films Inc, 2008. Film.

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Following sources may be useful:

01] MLA Referencing Style
[http://www.ucd.ie/t4cms/Guide70.pdf]
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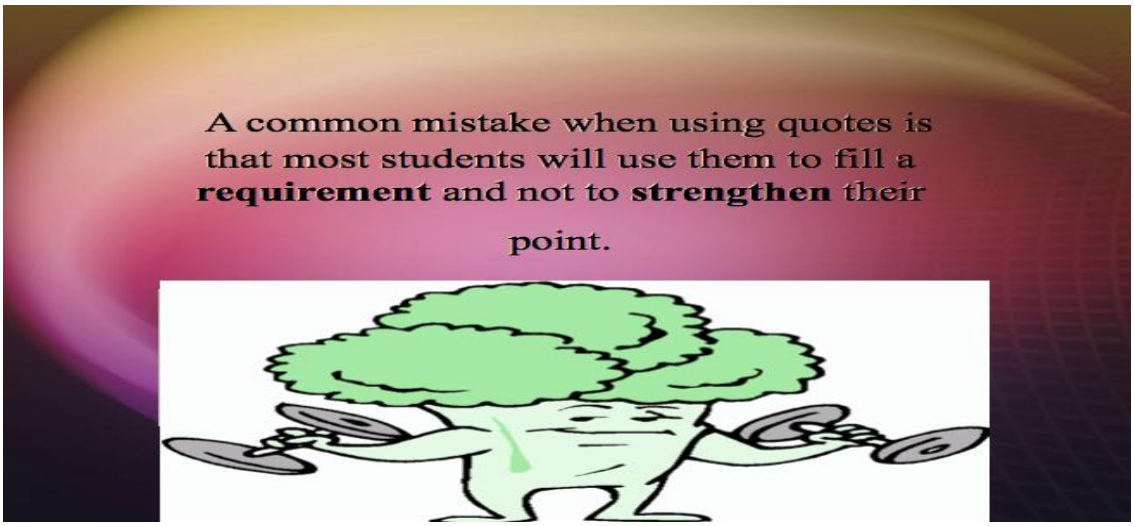
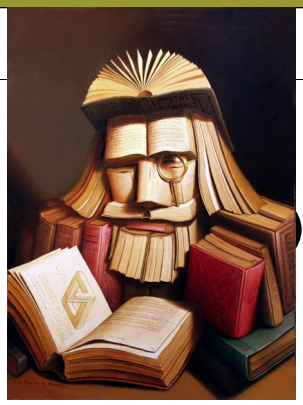
02] MLA Referencing Style Guide
[http://library.uws.edu.au/uws_library/sites/default/files/cite_MLA.pdf]

03] MLA Citation Style
[http://library.concordia.ca/help/howto/mla.php]


A common mistake when using quotes is that most students will use them to fill a requirement and not to strengthen their point.

A Guide to Research Scholars



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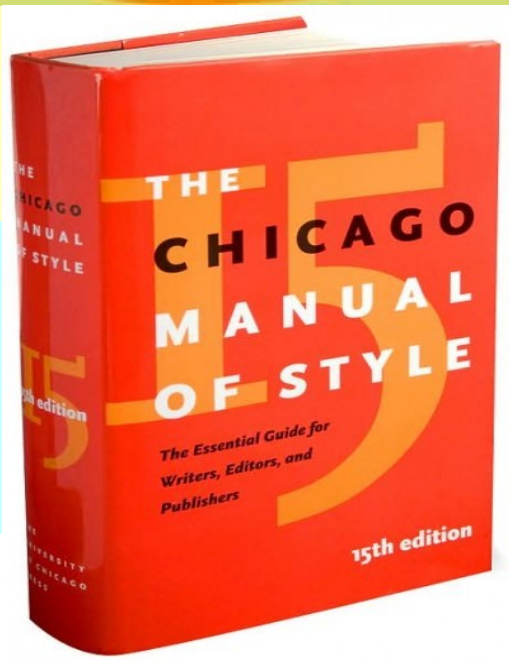
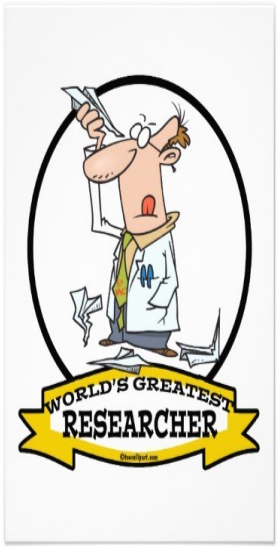
Chapter 06

CHICAGO Referencing





CHICAGO REFERENCING
An Annotated Guide

Chicago Style is a method of formatting and documenting sources in academic writing. Chicago Style is commonly used for papers in History, although other disciplines, including Architecture, Dance, and Anthropology, also employ this style. The information contained hereunder is primarily concerned with the Chicago Style of documenting outside sources. For more information on the Chicago Style of formatting a paper, see The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers, 16th Ed.(also known as CMS 16).

Introduction

When outside sources are used (i.e., books, journal articles, newspaper stories, etc.) in the paper/article, the Chicago Style of citation requires that the two types of information should be provided:

1. Footnotes or Endnotes:

Footnotes and endnotes are a documentation system that uses raised (or "superscript") numbers to identify any source material. After each quote or paraphrase, scholar needs to include a superscript number like the one at the end of this sentence.[1] The number corresponds to a note with the appropriate information about the source cited . Footnotes appear at the bottom of the page.

Endnotes appear on a separate page at the end of the paper. Footnotes and endnotes use different formats depending on the kind of source being used.

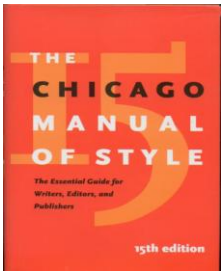
Check the citation guide to view the correct format for a footnote or endnote for each of the sources cited .

2. A Bibliography:

A bibliography is sometimes called a works cited or a list of citations. It is a listing of every source that the scholar used, usually arranged alphabetically, by the author's last name. There are different formats for citing different kinds of sources. For example, if a scholar is citing a book, he will present the information one way, and if he is citing a journal article he will present the information another way.

Some often used and important sample citations in academic writing are provided hereunder. What if my source doesn't have an author (or page numbers, or a place of publication, or a date of publication, etc.)? What if some source doesn't fit in any of these citation formats?

Every source is unique, and some sources don't provide all of the information called for in the samples. For a detailed guidelines and instructions, the scholar can consult the The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers: it offers guidelines for citing even the most unusual source.



All entries list the footnote/endnote format FIRST, then the format for the bibliography.

Documenting Books And Parts of Books

When you are citing a book, you need to be sure to include the author, the title, the place of publication, the publishing company and the date of publication, but always be sure to check the specific listing for your source to make sure that you arrange the information in the correct order, that you

use the correct punctuation and that you include any additional information required.

Citations for books usually follow this general pattern:

Author's name (if any); Title of book; Place of publication (usually just the city, but include the state or country if the place of publication is not a major city); Publishing company; Date of publication; Page number.

However, one should only cite the entire book if the entire book is used, or at least multiple sections of the book. If a scholar has only referred to part of the book, like an introduction, a single chapter, or a story or essay from a compiled work, one should cite the individual part that is used rather than the whole book. Citations for parts of books vary widely; check the specific listing for the source below to make sure that all relevant information are properly included.

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Book by One Author

[10]Robert C. Jones, These Valiant Dead: Renewing the Past in Shakespeare's Histories (Iowa City: University of Iowa Press, 1991), 24.

Jones, Robert C. These Valiant Dead: Renewing the Past in Shakespeare's Histories. Iowa City: University of Iowa Press, 1991.

Book by Two or More Authors

[8]Jean E. Howard and Phyllis Rackin, Engendering a Nation: A feminist account of Shakespeare's English histories (London: Routledge, 1997), 203.

Howard, Jean E. and Phyllis Rackin. Engendering a Nation: A feminist account of Shakespeare's English histories. London: Routledge, 1997.

Edited Book

[21]Patricia Bizzell and Bruce Herzberg, eds., Negotiating Differences: Cultural Case Studies for Composition (Boston: Bedford/St. Martin's, 1996), 12.

Bizzell, Patricia, and Bruce Herzberg, eds. Negotiating Differences: Cultural Case Studies for Composition. Boston: Bedford/St. Martin's, 1996.
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Revised Edition of a Book

[2]Peter Saccio, Shakespeare's English Kings: History, Chronicle, and Drama, 2d ed. (Oxford: Oxford University Press, 2000), 57.

Saccio, Peter. Shakespeare's English Kings: History, Chronicle, and Drama. 2d ed. Oxford: Oxford University Press, 2000.

Reprinted Book

[9]Edward Hall, The Union of Two Noble and Illustre Famelies of Lancastre and Yorke (London:1548), 92.

Hall, Edward. The Union of the Two Noble and Illustre Famelies of Lancastre and Yorke. London: 1548.

Introduction, Preface, Foreword, or Afterword in a Book

[11]Daniel P. Tompkins and Istvan Varkonyi, introduction to Key Readings: Intellectual Heritage 52 (Boston: Pearson Custom Publishing, 2002), xi.

[32]Gary Goshgarian, preface to Exploring Language, ed. Gary Goshgarian (New York: Longman, 2001), xvii-xxii.

Tompkins, Daniel P and Istvan Varkonyi. Introduction to Key Readings: Intellectual Heritage 52. Boston: Pearson Custom Publishing, 2002.

Goshgarian, Gary. Preface to Exploring Language. Edited by Gary Goshgarian. New York: Longman, 2001.

Book by a Corporation, Organization, Association, or Foundation

[16]American Medical Association, Manual of Style: A Guide for Authors and Editors(Baltimore: Williams & Wilkins, 1998), 548.

American Medical Association. Manual of Style: A Guide for Authors and Editors. Baltimore: Williams & Wilkins, 1998.

Book with an Author and an Editor

[27]Sylvia Plath, The Collected Poems, ed. Ted Hughes (New York: Harper & Row, 1981), 121.

Plath, Sylvia. The Collected Poems. Edited by Ted Hughes. New York: Harper & Row, 1981.

Translated Book

[34]Karl Marx and Friedrich Engels, The Communist Manifesto, trans. Paul M. Sweezy (New York: Monthly Review Press, 1964), 44.

Marx, Karl and Friedrich Engels. The Communist Manifesto. Translated by Paul M. Sweezy. New York: Monthly Review Press, 1964.

Anonymous Book

[16]Primary Colors: A Novel of Politics (New York: Random House, 1996), 113.

Primary Colors: A Novel of Politics. New York: Random House, 1996.

Government Document

[51]United States Federal Bureau of Investigation, Cointelpro: the counter-intelligence program of the FBI (Wilmington, DE: Scholarly Resources, Inc., 1978), 39.

United States Federal Bureau of Investigation. Cointelpro: the counter-intelligence program of the FBI. Wilmington, DE: Scholarly Resources, Inc., 1978.

One Volume of a Multivolume Book

[13]Mahatma Gandhi, The Collected Works of Mahatma Gandhi, vol. 9 (Delhi: Ministry of Information and Broadcasting, Govt. of India, 1983), 321.

Gandhi, Mahatma. The Collected Works of Mahatma Gandhi. Vol. 9. Delhi: Ministry of Information and Broadcasting, Govt. of India, 1983.

Work in an Anthology or Chapter in an Edited Collection

Include the title of the article or chapter, the title of the book, and the editor name (if any). After the publication information, include the page numbers of the article or chapter you cited.

[80]Russell Conwell, "Acres of Diamonds," in *Negotiating Difference*, ed. Patricia Bizzell and Bruce Herzberg (Boston: Bedford/St. Martins, 1996), 466-476.

[30]Phyllis Rackin, "Genealogical Anxiety and Female Authority: The Return of the Repressed in Shakespeare's Histories," in *Contending Kingdoms: Historical, Psychological, and Feminist Approaches to the Literature of Sixteenth Century England and France*, ed. Marie-Rose Logan and Peter L. Rudnytsky (Detroit: Wayne State UP, 1991), 323-344.

Conwell, Russell. "Acres of Diamonds." In *Negotiating Difference*, edited by PatriciaBizzell and Bruce Herzberg, 466-476. Boston: Bedford/St. Martins, 1996.

Rackin, Phyllis. "Genealogical Anxiety and Female Authority: The Return of the Repressed in Shakespeare's Histories." In *Contending Kingdoms: Historical, Psychological, and Feminist Approaches to the Literature of Sixteenth Century England and France*, edited by Marie-Rose Logan and Peter L. Rudnytsky, 323-344. Detroit: Wayne State UP, 1991.

Essay, Short Story, or Periodical Reprinted in an Edited Collection

Include the title of the reprinted piece, the current publication information, and then the original publication information, including editor(s), if any. After the publication information, include the reprint page numbers of the piece you cited. If the original piece was published in a periodical, see the Documenting Periodicals section for information on how to cite that portion.

[46]Tim O'Brien. "On the Rainy River," in *Negotiating Difference*, ed. Patricia Bizzell and Bruce Herzberg (Boston: Bedford/St. Martin's, 1996), 899-910.

[19]Barbara Mellix, "From Outside, In," in *Living Languages*, ed. Nancy Buffington,Marvin Diogenes, and Clyde Moneyhun (Upper Saddle River, NJ: Blair Press, 1997), 80-90.

O'Brien, Tim. "On the Rainy River." In *Negotiating Difference*. Edited by Patricia Bizzell and Bruce Herzberg, 899-910. Boston: Bedford/St. Martin's, 1996. First published in *The Things They Carried* (Boston: Houghton Mifflin, 1990).

Mellix, Barbara. "From Outside, In." In *Living Languages*. Edited by Nancy Buffington,Marvin Diogenes, and Clyde Moneyhun, 80-90. Upper Saddle River, NJ: Blair Press, 1997. First published in *The Georgia Review* 41 (1987): 258-67.

DOCUMENTING PERIODICALS

The term "periodicals" refers to magazines, newspapers, and scholarly journals. The citations for these three types of sources are very different, so be sure to check the specific listing for the source to make sure that the information are arranged in the correct order, that the correct punctuation are used, and that all relevant information are included.

Citations for periodicals usually follow this general pattern:

Author's name (if any); Article title; Periodical title; Date of publication; Volume number (if any); Issue number (if any); Page number.

NOTE: The citations in this section refer ONLY to print periodicals; if the periodicals are from an online database or another electronic medium, use the citations in the DOCUMENTING ELECTRONIC SOURCES section.

Article in a Scholarly Journal Paginated by Volume

[18] Alfred O. Berg and Janet Allen, "The new U.S. preventive services task force," *American Family Physician* 64 (2001): 1945-1946.

[53] William B. Taylor, "Two Shrines of the Cristo Renovado: Religion and Peasant Politics in Late Colonial Mexico," *American History Review* 110 (2005): 945-974.

Berg, Alfred O., and Janet Allen. "The new U.S. preventive services task force." *American Family Physician* 64 (2001): 1945-1946.

Taylor, William B. "Two Shrines of the Cristo Renovado: Religion and

Peasant Politics in Late Colonial Mexico." *American History Review* 110 (2005): 945-974.

Article in a Scholarly Journal Paginated by Issue

[22]"Data trends: Healthcare providers continue to face cost and price pressures," *Healthcare Financial Management* 55, no. 12 (2001): 88.

[30] A.L. Salagaev and A.V. Shashkin, "Youth Gangs," *Russian Education and Society* 47, no. 12 (2005): 61-75.

"Data trends: Healthcare providers continue to face cost and price pressures." *Healthcare Financial Management* 55, no. 12 (2001): 88.

Salagaev, A.L., and A.V. Shashkin. "Youth Gangs." *Russian Education and Society* 47, no. 12 (2005): 61-75.

Article, Story, or Poem in a Monthly or Bimonthly Magazine

[22]Diane Benson Harrington, "What Teachers Wish Parents Knew About Kindergarten," *Parenting*, November 2002, 81-83.

Harrington, Diane Benson. "What Teachers Wish Parents Knew About Kindergarten."*Parenting*, November 2002, 81-83.

Article, Story, or Poem in a Weekly Magazine

[24]Ron Stodghill,"Class Warfare: Military programs are on the march in inner-city public schools," *Time*, 4 Mar. 2002, 50

Stodghill, Ron. "Class Warfare: Military programs are on the march in inner-city public schools." *Time*, 4 Mar. 2002, 50.

Article in a Daily Newspaper

[15]Diana Jean Schemo, "More Graduates Mired in Debt, Survey Finds," *New York Times*, 8 March 2002, 18(A).

[18]Jackie Koszczuk, "House approves more aid to jobless," *Philadelphia Inquirer*, 8 March 2002,
1(A).

[26]"MDS has higher revenue," *Ottawa Citizen*, 8 March 2002, 2(E).

Schemo, Diana Jean. "More Graduates Mired in Debt, Survey Finds." *New York Times*. 8 March 2002, 18(A).

Koszczuk, Jackie. "House approves more aid to jobless." *Philadelphia Inquirer*. 8 March 2002, 1(A).

"MDS has higher revenue." *Ottawa Citizen*. 8 March 2002, 2(E).

Theater Review

[12]Ben Brantley, "At Home with the Collyer Brothers," review of *The Dazzle*, as performed at the Gramercy Theater, New York, *New York Times*, 6 March 2002, E5.

Brantley, Ben. "At Home with the Collyer Brothers." Review of *The Dazzle*. Gramercy Theater, New York. *New York Times* 6 Mar. 2002, E5.

Movie Review

[11]Sean Burns, review of *40 Days and 40 Nights* (Miramax movie), *Philadelphia Weekly* 6 Mar. 2002, 43.

Burns, Sean. Review of *40 Days and 40 Nights* (Miramax movie). *Philadelphia Weekly* 6 Mar. 2002, 43.

Book Review

[10]Janet Maslin, "A Pleasurable Life Afloat in San Francisco," review of *A Collection of Beauties at the Height of Their Popularity* by Whitney Otto, *New York Times* 6 Mar. 2002, E8.

[22]Bulantrisna Djelantik-Soejoto, "Balinese Dance, Drama, and Music: A Guide to the Performing Arts of Bali," review of *Balinese Dance, Drama, and Music* by I Wayan Dibia and Rucina Ballinger, *Asian Theatre Journal* 22, no. 2 (2005): 361-362.

Maslin, Janet. "A Pleasurable Life Afloat in San Francisco." Review of *A Collection of Beauties at the Height of Their Popularity* by Whitney Otto. *New York Times* 6 Mar. 2002, E8.

Djelantik-Soejoto, Bulantrisna. "Balinese Dance, Drama, and Music: A Guide to the Performing Arts of Bali." Review of *Balinese Dance, Drama, and Music* by I Wayan Dibia and Rucina Ballinger, *Asian Theatre Journal* 22, no. 2 (2005): 361-362.

DOCUMENTING ELECTRONIC SOURCES

Citing electronic sources can be complicated. Sometimes it not possible able to find all the information listed in an ideal works cited for electronic sources. In this situation, include as much information as available; ALWAYS include the web address (also called a URL) and the date on which it is retrieved the information. If faced any difficulty in finding out a publication date, search the page for a copyright or a "last updated" tag. If no date for any reference is available, use n.d. (which stands for "no date") in place of the publication date.

Citations for electronic sources usually follow this general pattern:

Author's name (if any); Article title (if any); Website name or publication name; Date of publication or last update (if listed); URL; Date of retrieval.

Scholarly Journal or Magazine Article from an Online Database

[22]Brian Hindo, "College Planning: Shop Your Way to College Savings," *Business Week*, 11 March 2002, Lexis-Nexis. (11 March 2002).

[19]A.D.G. Baxter-Jones, "Intensive training in elite young female athletes," *British Journal of Sports Medicine* 36, no.1 (2002), Proquest. (8 March 2002).

[29]Brenda Ravenscroft, "Setting the Pace: The Role of Speeds in Elliott Carter's 'A Mirror on Which to Dwell,'" *Music Analysis* 22, no. 3 (2003), Academic Search Premier. (5 January 2006).

Hindo, Brian. "College Planning: Shop Your Way to College Savings." *Business Week*, 11 March 2002. Lexis-Nexis. (11 March 2002).

Baxter-Jones, A.D.G. "Intensive training in elite young female athletes." *British Journal of Sports Medicine* 36, no.1 (2002). Proquest. (8 March 2002).

Ravenscroft, Brenda. "Setting the Pace: The Role of Speeds in Elliott Carter's 'A Mirror on Which to Dwell.'" *Music Analysis* 22, no. 3 (2003). Academic Search Premier. (5 January 2006).

Newspaper or Magazine Article Posted Online

[13]Jere Downs, "SEPTA chiefs give support to rail plan," *Philadelphia Inquirer*, 8 March2002. <http://www.philly.com/mld/inquirer/living/ community/ states/pennsylvania/ cities_neighborhoods/philadelphia/ 2818023.htm> (8 March 2002).

[21]Geoffrey Cowley and Karen Springen, "Risk-Free Babies," *Newsweek*, 11 March 2002. <http://www.msnbc.com/news/718659.asp> (8 March 2002).

Downs, Jere. "SEPTA chiefs give support to rail plan." *Philadelphia Inquirer.* 8 March 2002. <http://www.philly.com/mld/inquirer/living/ community/states/Pennsylvania/cities_neighborhoods/philadelphia/ 2818023 .htm> (8 March 2002).

Cowley, Geoffrey and Karen Springen. "Risk-Free Babies." *Newsweek*. 11 March 2002. <http://www.msnbc.com/news/718659.asp> (8 March 2002).

Article in an Electronic Journal

An electronic journal is a peer-reviewed periodical published online with no print version available.

[21]Lynn E. McCutcheon, "Are Parasocial Relationship Styles Reflected in Love Styles?" *CurrentResearch in Social Psychology* 7, no. 6 (2002). <http://www.uiowa.edu/~grpproc/ crisp/crisp.7.6.htm> (8 March 2002).

[32]Ken Lambla, "Abstraction and Theosophy: Social Housing in Rotterdam, The Netherlands," *Architronic* 8, no. 1 (1999). <http://architronic.saed.kent.edu/v8n1/v8n104.pdf> (5 January 2006).

McCutcheon, Lynn E. "Are Parasocial Relationship Styles Reflected in Love Styles?" *Current Research in Social Psychology* 7, no. 6 (2002). <http://www.uiowa.edu/~grpproc/ crisp/crisp.7.6.htm> (8 March 2002).

Lambla, Ken. "Abstraction and Theosophy: Social Housing in Rotterdam, The Netherlands." *Architronic* 8, no. 1 (1999). <http://architronic.saed.kent.edu/ v8n1/v8n104.pdf> (5 January 2006).

Websites

[27]"K-Mart Cutting 22,000 Jobs," *CNN.com*, 8 March 2002, <http://money.cnn.com/ 2002/03/08/companies/kmart/> (12 March 2002).

[12] J. Norman-Bain, "Autism Spectrum Disorders," personal webpage, February 2002 <http://www.isn.net/~jypsy/> (8 March 2002).

[20]William Page, and J. Horace Round, eds., "A History of the County of Essex: Volume 2," British History Online, 2005,<http://www.british-history.ac.uk/ source.asp?gid=12> (5 January 2006).

"K-Mart Cutting 22,000 Jobs." *CNN.com*. 8 March 2002. <http://money.cnn.com/ 2002/03/08/companies/kmart/> (12 March 2002).

Norman-Bain, J. "Autism Spectrum Disorders." Personal webpage. February 2002. <http://www.isn.net/~jypsy/> (8 March 2002).

Page, William, and J. Horace Round, eds. "A History of the County of Essex: Volume 2." British History Online. 2005. <http://www.british-history.ac.uk/source.asp?gid=12> (5 January 2006).

E-Mail

[11]Clark Kent, "Superhuman powers," personal e-mail (2 January 2002).

Kent, Clark. "Superhuman Powers." Personal e-mail. (2 January 2002).

DOCUMENTING MISCELLANEOUS SOURCES

Miscellaneous sources can take a number of forms. Generally, more information is better than less. Most audiovisual and performance-type sources include major people who contributed to the production, including directors, composers, writers, and/or performers. In such cases, scholar uses his/her judgment to determine whom to include for a given citation. For instance, if the screenplay of a television

program is focused, the writers may be included (whose work you will be directly analyzing) and performers may be omitted.

There is no consistent pattern for miscellaneous sources, but the following may be of some help to scholars.

People involved in production; Title of production or series; Title of episode or excerpt; Distributor, publisher, or place of performance; Date of production, composition, or release.

Motion Picture, Videocassette, or DVD

[10]*Moulin Rouge*, dir. Baz Luhrmann, 127 min., Twentieth Century Fox, 2001, DVD.

[23]*Gladiator*, dir. Ridley Scott, 155 min., Dreamworks, 2000, videocassette.

Moulin Rouge. Directed by Baz Luhrmann. 127 min. Twentieth Century Fox, 2001. DVD.

Gladiator. Directed by Ridley Scott. 155 min. Dreamworks, 2000. Videocassette.

Published Interview

[22]Linus Pauling, "Interview with Dr. Linus Pauling," interview by Wayne Reynolds, *Linus Pauling: Scientist and Peacemaker*, ed. Clifford Meade and Thomas Hager (Corvallis, OR: Oregon State University Press, 2001), 31-35.

[14]Gates, Bill, "Gates talks," interview by Paul Andrews, *U.S. News and World Report Online*, 20 August 2001, <http://www.usnews.com/usnews/biztech/gatesivu.htm> (21 March 2002).

Pauling, Linus. "Interview with Dr. Linus Pauling." In *Linus Pauling: Scientist and Peacemaker.* Eds. Clifford Meade and Thomas Hager. Corvallis, OR: Oregon State University Press, 2001, 31-55.

Gates, Bill. "Gates talks." Interview by Paul Andrews. *U.S. News and World Report,* 20 Aug. 2001. <http://www.usnews.com/usnews/biztech/gatesivu.htm> (21 March 2002).

Following sources may be useful:

01] The Chicago Manual of Style Online
[http://www.chicagomanualofstyle.org/home.html/]

02] Chicago Manual of Style 16th Edition
[https://owl.english.purdue.edu/owl/section/2/12/]

03] Chicago Citation Examples
[http://www.umuc.edu/library/libhow/chicago_examples.cfm]

04] Chicago Manual of Style
[http://citesource.trincoll.edu/chicago/]

05] Citation Guide: Chicago 16th Ed.
[http://www.lib.sfu.ca/help/writing/chicago-turabian]

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The Chicago Manual of Style Online
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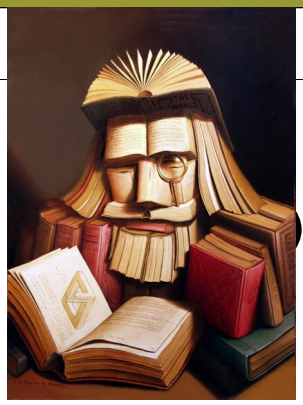
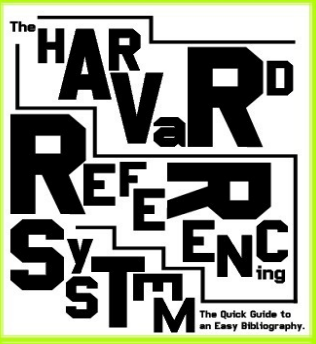
A Guide to Research Scholars

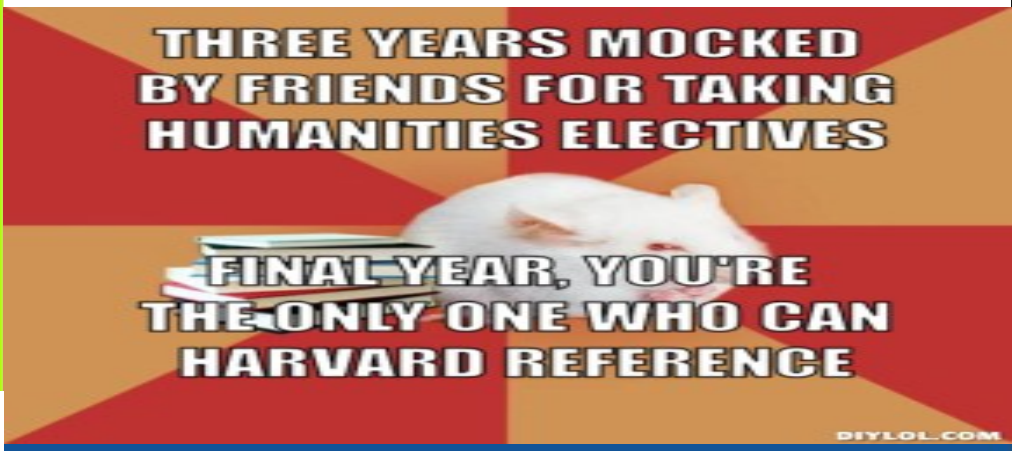


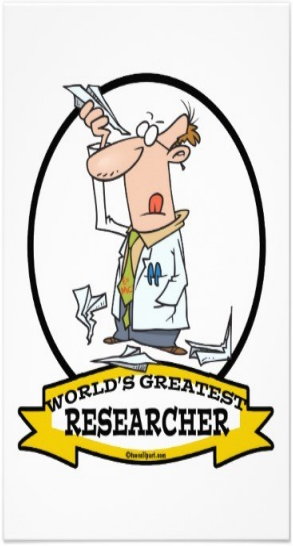
RESEAERCH Referencing ...

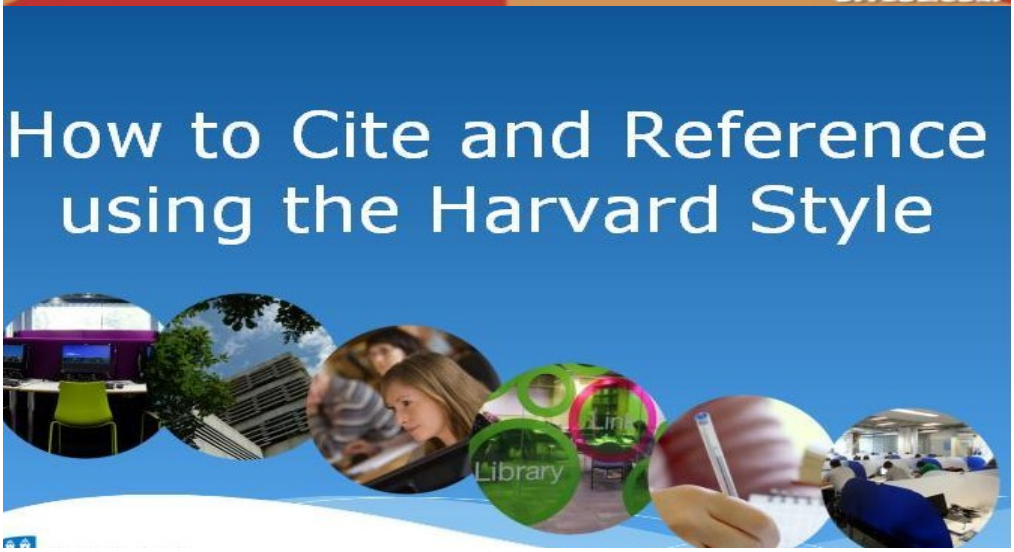
Chapter 07

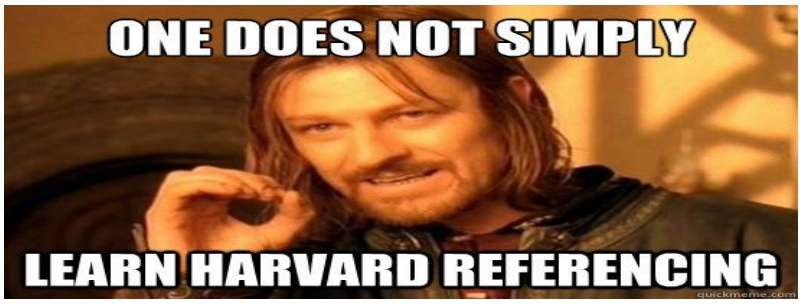
HARVARD Referencing




THREE YEARS MOCKED BY FRIENDS FOR TAKING HUMANITIES ELECTIVES
FINAL YEAR, YOU'RE THE ONLY ONE WHO CAN HARVARD REFERENCE
DIYLOL.COM







HARVARD REFERENCING
An Annotated Guide

1. Introduction

When writing a piece of work you should provide references to the sources used. A reference is the detailed bibliographic description of the item from which you gained your information. In simple terms, this means the details of the items that you have used, e.g. author, title, and date of publication. References are briefly cited within the text, and then given in full at the end of your work in a reference list. Any other items read for background information but not referred to in the text should be given in full at the end of your work in a bibliography.

References are used to:

- Enable the reader to locate the sources you have used;
- Help support your arguments and provide your work with credibility;
- Show the scope and breadth of your research;
- Acknowledge the source of an argument or idea. Failure to do so could result in a charge of plagiarism.

The Harvard referencing system is the most frequently used style and is also known as the *Author-Date style*. It emphasises the name of the creator of a piece of information and the date of publication, with the list of references in alphabetical order at the end of your piece of work. A few subject areas use a different style of referencing, so you should check what style is required to suite your purpose.

The basics

Harvard is known as the Author & Date system:

[a] Citations in the text of your assignment should be made following the in-text guidelines given in the examples on the following pages.

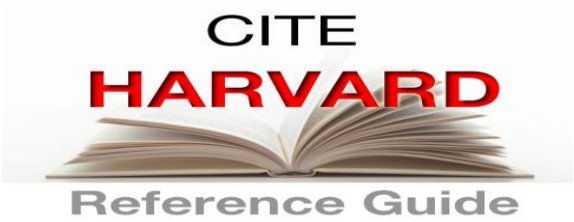
[b] A complete list of all the citations used in your text will need to be provided at the end of your assignment. This is called your reference list or bibliography and needs to be presented in alphabetical author/originator order.

Capitals:
Harvard is not prescriptive about capitalisation of authors' names in your reference list. If you do wish to use capitals, then the family/surname of authors are only capitalised in this reference list and **not** in the body of your work. If you prefer not to use capitals in this list, that is fine, but you must be consistent in the style you decide to use.

Italics & underlining:
Only the title of the source of information is italicised or underlined, but you should choose only one method throughout your assignment and stick to it! Do not use both italics and underlining.

Punctuation:
Harvard has no one true style of punctuation so the generally accepted rule is to be consistent with your style of punctuation throughout the whole of your assignment.

Here presented are some of examples of how a wide range of information sources should be referenced according to the Harvard style, including the order of the elements and punctuation used. For each source there are examples of how to cite within the text and how to write your list of references.



Sample Citations

Acts of Parliament

Format:
COUNTRY. Name of Act: Name of Sovereign. *Chapter Number – in italics or underlined.* (Year of Publication – in brackets) Place of Publication: Publisher.

Bibliography example:
GREAT BRITIAN. Human Rights Act 1998: Elizabeth ll. Chapter *42*. (1998) London: The Stationery Office.

In-text example:
The Human Rights Act 1998 indicated that……

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Archive material/Special collections

Format:
FAMILY/SURNAME, Initials (Year of publication - in brackets) *Title-in italics or underlined* [Material type–in square brackets]. Collection. shelfmark. Archive/Library, City.

Bibliography example:
TURNER, P.S. (1906) *Image of an Artist* [Manuscript] Holden Collection. 600. Holden Library. London.

In-text example:
(Turner, 1906)
"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Atlas

Atlases can be referenced in the same format as a book. If no author is available then the title of the Atlas can be used.

Format for Atlas with Author:
FAMILY/SURNAME, Initials. (Year of publication – in brackets) *Title of Atlas in italics or underlined.* Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Format for Atlas - no Author:
Title of Atlas – in italics or underlined. (Year of publication - in brackets) Series title and/or volume - if available. Edition - if not the first. Place of publication: Publisher.

Bibliography example:
WAGNER, S. A. (2004) *Color Atlas of the Autopsy*. Boca Raton: CRC Press.
The Times Concise Atlas of the World. (2000) 8th Ed. London: Times Books.

In text example:
(Wagner, 2004)
As can be seen in The Times Concise Atlas of the World (2000)

Author: Contribution/Chapter in a Book

Format:
FAMILY/SURNAME, Initials. (Year of publication - in brackets) Title of chapter/contribution. In: Author or Editor of Publication - Surname, Initials with (ed.) or (eds.) – in brackets, if relevant. *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
MARSHALL, W. A. (1975) *The Child as a Mirror of his Brain's Development*. In: Sants, J & Butcher, H. J. (eds). Development Psychology. Aylesbury, Bucks: Hazell Watson & Viney Ltd.

In-text example:
If you refer to an author who has contributed/produced a chapter in an edited book you will need to cite their name in the body of your work.

The Bibliography must contain details of both the author providing the contribution and the author/editor(s) of the book (see above bibliography example for format).
(Marshall, 1975)

As noted by Marshall (1975)...
"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Blogs (weblogs)

References from blogs will need to commence with the name of the blog owner and include the date and title of the posting (see example).

Format:
FAMILY/SURNAME, Initials. (Year of posting - in brackets) *Title of blog entry - in italics or underlined.* [Online –in square brackets] Date the blog entry was written. Available from - URL. [Accessed: followed by date in square brackets].

Bibliography example:
BATTS, S. (2007) *Antioxidants in Berries Increased by Ethanol (but are daiquiris healthy).* [Online] April 24th 2007. Available from: Scienceblogs.com http://scienceblogs.com/retrospectacle/2007/04/antioxidants_in_berries_increa_1.php. [Accessed: 2nd May 2008].

In-text example:
(Batts, 2007)
As can be seen in Batts (2007) results...

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number if available. - in brackets)

Book (1 author)

Format:
FAMILY/SURNAME, INITIALS. (ed.) or (eds.)-in brackets for editor(s). (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
NEVILLE, C. (2007) *The Complete Guide to Referencing and Avoiding Plagiarism*. Maidenhead: Open University Press.

In-text examples:
(Neville, 2007)
Neville (2007) commented that…

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Book (2 authors)

Format:
FAMILY/SURNAME, Initials. & Author - SURNAME, Initials. (ed.) or (eds.) - in brackets for editor(s). (Year of publication - in brackets) *Book Title - in italics or underlined.* Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
MIDDLETON, V. T. C. & HAWKINS, R. (1998) *Sustainable Tourism: A Marketing Perspective.* Oxford: Butterworth-Heinemann.

In-text examples:
(Middleton & Hawkins, 1998)
As stated by Middleton & Hawkins (1998)

"Direct quotation are placed in double quotations marks" (First Author's Surname & Second Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Book (3 authors)

Format:
FAMILY/SURNAME, Initials. Author - SURNAME, Initials & Author - SURNAME, Initials. (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
BRADBURY, I., BOYLE, J. & MORSE, A., (2002) *Scientific Principles for Physical Geographers.* Harlow: Prentice Hall.

In-text example:
(Bradbury, Boyle & Morse, 2002)
As noted by Bradbury, Boyle & Morse (2002)

"Direct quotations are placed in double quotations marks" (First Author's Surname,

Second Author's Surname & Third Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Book (4 or more authors)

Format:
FAMILY/SURNAME, Initials. et al. (Year of publication - in brackets) *Book Title - in italics or underlined.* Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
CAMPBELL, N. A. et al. (2008) *Biology*. 8th Ed. London: Pearson.

In-text examples:
(Campbell et al, 2008)
As concluded by Campbell et al (2008)…

"Direct quotations are placed in double quotations marks" (Author's Surname et al. Year of Publication, p. – followed by page number – in brackets)

Book: Chapter in a Book

Format:
FAMILY/SURNAME, Initials. (Year of publication - in brackets) Title of chapter/contribution. In: Author or Editor of Publication - Surname, Initials with (ed.) or (eds.) – in brackets, if relevant. *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
MARSHALL, W. A. (1975) *The Child as a Mirror of his Brain's Development*. In: Sants, J & Butcher, H. J. (eds). Development Psychology. Aylesbury, Bucks: Hazell Watson & Viney Ltd.

In-text example:
If you refer to an author who has contributed/produced a chapter in an edited book you will need to cite their name in the body of your work.

The Bibliography must contain details of both the author providing the contribution and the author/editor(s) of the book (see above bibliography example for format).

(Marshall, 1975)
As noted by Marshall (1975)...

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Book (Editor/s)

If the book has an editor then (ed.) or (eds.) – both in brackets, is added after the author's name.

Format:
FAMILY/SURNAME, Initials. (ed.) or (eds.) - in brackets for editor(s) (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
FONTONA-GIUSTS, G. (ed.) (2008) *Designing Cities for People: Social, Environmental and Psychological Sustainability*. London: Earthscan.
BRENNER, N. AND KEIL, R. (eds.) (2006) The Global Cities Reader. London: Routledge.

In-text examples:
(ed. Fontana-Giusti, 2008)
(eds. Brenner & Keil, 2006)

Books (part of a series)

Format:
FAMILY/SURNAME, Initials. (ed.) or (eds.) - in brackets for editor(s) (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
MCILROY, D. (2003) *Studying @ University: How to be a Successful Student*. Sage Essential Study Skills. London: Sage.

In-text example:
(McIlroy 2003)
The evidence supports McIlroy's (2003) theory that…

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number)

Book (multiple works by an author in the same year)

If you refer to an author who has produced more than one work in the same year you will need to add a lower case alphabetical letter after the year of publication i.e. 2007a, 2007b.

The book that you cite first should be the one that is referred to as 'a' and the second should be 'b' and so on. Do not worry about the order in which the author published the works.

Format:

FAMILY/SURNAME, Initials. (ed.) or (eds.) - in brackets for editor(s) (Year of publication and alphabetical letter - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of publication: Publisher.

Bibliography example:
CARLSON, N. R. (2007a) *Foundations of Physiology and Psychology*. 7th Ed. Boston, Mass: Pearson Allyn & Bacon.
CARLSON, N. R. (2007b) *Physiology of Behaviour*. London: Pearson Allyn & Bacon.

In-text example:
(Carlson, N. R. 2007a)
(Carlson, N. R. 2007b)
Carlson (2007a) commented that…
Carlson (2007b) indicated that…

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number)

Book (Electronic)

Format:
FAMILY/SURNAME, Initial(s). (Year of publication - in brackets) *Title - in italics or underlined.* [Online – in square brackets] City of publication: Publisher. Available from - URL. [Accessed: followed by date in square brackets]

Bibliography example:
SADLER, P. (2003) *Strategic management*. [Online] Sterling. VA Kogan Page. Available from: http://www.netlibrary.com/Reader/. [Accessed: 6/5/2008]

In-text example:
(Sadler, 2003)
As identified by Sadler (2003)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

CD-ROMS (accompanying books)

Many books now have a CD-ROM accompanying them. When using material from this source the following information needs to be included in your reference.

Format:
FAMILY/SURNAME, initials or name of originator of item if no author present. (Year of publication - in brackets) Title of the main publication. [CD-ROM – in square brackets]. Place of Publication: publisher.
Bibliography example:

BARNES, C. (1997) Working with Technology. [CD-ROM] London: TechPress. Who's who 1897-1998. (1998) [CD-ROM] London: Oxford University Press.

In-text example:
(Who's who 1998)
(Barnes 1997) 11

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Computer Games/Programs

Format:
ORIGINATOR/AUTHOR. (year of publication - in brackets) *Game or program title - in italics or underlined.* [Medium of item - in square brackets]. Series information and any dates or numeric information - if necessary. Place of Publication: Publisher

Bibliography example:
ELECTRONIC ARTS. (2003) *The Sims*. [DISC] PlayStation2. London: Electronic Arts Inc.

In-text example:
If you refer to a game or program in the body of your work, the title will need to be underlined or placed in italics:

....as can be seen in *The Sims* (2003)

Conference Papers

Conference Papers are similar to authors who contribute chapters to books, i.e. the contribution appears as part of a wider publication.

Format:
FAMILY/SURNAME, Initials or AUTHORING BODY OR GROUP. (Year of publication - in brackets) Title of Paper. In - *Full Title of Conference - in italics or underlined*. Series title and numbers if available. Location and Date of Conference. Place of Publication: Publisher. Page numbers of paper.

Bibliography example:
FISH, J. (2008) Managing changes in the workplace. in *Professional Managers Conference.* Blackpool, Monday 18th to Wednesday 20th February 2008. Blackpool: PubM. pp. 42-45.

In-text example:
(Fish 2008)
Fish (2008) noted that…..
"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Conference Proceedings

Format:
FAMILY/SURNAME, Initials or Authoring body or group. (Year of publication - in brackets) *Full Title of Conference Report - in italics or underlined*. Series title and numbers - if available. Location and Date of Conference. Place of Publication: Publisher.

Bibliography examples:
HARRIS, C. and MURTON, J. B. (2005) *Cryospheric Systems: Glaciers and Permafrost: Selected Contributions to a Conference of the same name*. Geological Society Special Publication 242. The Geological Society of London. January 2003. London: The Geological Society.

Management Centre International. (2002). Third European conference on knowledge management. Trinity College, Dublin, Ireland, 24-25 September 2002. Reading: MCIL.

In-text examples:
(Harris & Murton. 2005)
(Management Centre International. 2002)
Harris & Murton (2005) support this theory…..
As indicated by research from Management Centre International (2005)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Corporate authors (groups, committees, companies)
(Includes publications by groups, committees, government departments, companies, etc.)

Format:
COUNTRY. NAME OF ISSUING BODY. (Year of publication in brackets) *Title of publication – in italics or underlined.* Place of publication: Publisher. (Report Number – if available in brackets).

Bibliography Example:
GREAT BRITAIN. DEPARTMENT OF ENERGY. (1977) *Tidal Power Barrages in the Severn Trent Estuary: Recent Evidence on their Feasibility*. London: H. M.S. O. (Energy Papers 23) Sport Industry Research Centre. (2005). Sport Market Forecasts 2005-2009. Sheffield: Sport Industry Research Centre.

In-text example:
(Great Britain. Department of Energy. 1977)
The Great Britain Department of Energy (1977) concluded that…

(Sport Industry Research Centre. 2005)
Figures from the Sport Industry Research Centre (2005) show that… 13

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Dance (live performance)

Format:
Choreographer's- FAMILY/SURNAME, initials. (Premier date - in brackets) *Title – in italics or underlined*. [Venue, place of performance and date seen – in square brackets]

Bibliography example:
JONES, R. (2007) *Hungarian Folk Dance*. [Victoria Hall, Stoke on Trent. 16th December 2007]

In-text Example:
(*Hungarian Folk Dance,* 2007)

Dance (DVD/ Video)

Format:
Director/producer – FAMILY/SURNAME, initials. (Year published or first transmission in brackets) *Title of Video or programme – in italics or underlined.* [Material type e.g. DVD/video – in square brackets], Production company or publisher [further details to identify dance works]

Bibliography example:
JONES, L. (2005) *Ballet Moves* [DVD]. Dance Mat Ltd. [clips of various ballets illustrating professional techniques]

In-text example:
(*Ballet Moves,* 2005)

Dictionaries
In some cases Dictionaries may not have authors so your citation or reference can use the title of the work.

Formats: Dictionary Author/Editor present:
FAMILY/SURNAME, Initials. (ed.) or (eds.)-in brackets for editor(s) (Year of publication - in brackets) *Dictionary Title – in italics or underlined*. Series title and/or volume - if available. Edition - if not the first. Place of Publication: Publisher.

Dictionary- no Author:
Title of Dictionary – in italics or underlined. (Year of publication - in brackets) Series title and/or volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography examples:
HAWKINS, J. M. (ed.) (1986) *The Oxford Reference Dictionary*. Oxford: Oxford University Press. McGraw-Hill. *Dictionary of Engineering*. (2003). 2nd ed. New York: McGraw-Hill.

In-text examples:
(Hawkins 1986)
(McGraw-Hill 2003)
As noted by Hawkins (1986)
McGraw-Hill (2003) indicated that…..

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

E- Books

Format:
FAMILY/SURNAME, Initials. (Year of publication - in brackets) *Title - in italics or underlined*. [Online – in square brackets] Place of publication: Publisher. Available from – URL of ebook provider or database. [Accessed: followed by date in square brackets]

Bibliography example:
SADLER, P. (2003) *Strategic management*. [Online] Sterling: VA Kogan Page. Available from: http://www.netlibrary.com/Reader/. [Accessed: 6/5/2008]

In-text example:
(Sadler, 2003)
As identified by Sadler (2003)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Email communication

If you use personal email communication to support your assignment please ensure that you have the consent of those involved in the email.

Format:
FAMILY/SURNAME, Initials. (Year of communication – in brackets) *Title of communication – in italics or underlined*. [Medium of communication – in square brackets] Receiver of Communication – Surname, initials. Day and month of communication

Bibliography example:
MORGAN, K. (2008) *Refzone*. [E-mail]. Message to: Hatton, A. 10 April 2008.

In-text example:
(Morgan 2008)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Encyclopaedia entry

Encyclopaedias often contain entries or articles by a collection of authors. Hence, when citing and referencing from Encyclopaedias use the same format as you would when referencing an author's contributory chapter or article in a book.

Format:

FAMILY/SURNAME, Initials. (ed.) or (eds.)-in brackets for editor(s) (Year of publication - in brackets) Title of entry or article. In: Author or Editor of Publication - Surname, Initials with (ed.) or (eds.) - if relevant. *Title of Encyclopaedia - in italics or underlined*. Series title and/or volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:

GHISELIN, M. T. (2001) Darwin, Charles (Darwinism). In: Levin, S. A. (ed.) *Encyclopaedia of Biodiversity*. Volume 2 D-FI. London: Academic Press.

In-text example:

(Ghiselin 2001)
As suggested by Ghiselin (2001)….

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Exhibition catalogues

Cite and reference Exhibition Catalogues in the same format as a book. However, if the exhibition catalogue has no author, use the title of the gallery or museum.

Format:

FAMILY/SURNAME, Initials. or Gallery/Museum name. (ed.) or (eds.)-in brackets for editor(s) (Year of publication - in brackets) *Catalogue Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of publication: Publisher.

Bibliography example:

REED, P. (2005) Groundswell: *constructing the contemporary landscape: published on the occasion of the exhibition at the Museum of Modern Art, New York, 25th February – 16 May 2005.* New York: Museum of Modern Art.

Museum of Modern Art. (2006). *Edvard Munch: the modern life of the soul: published on the occasion of the exhibition at the Museum of Modern Art, New York 17 February – 8 May 2006 with an introduction by Kynaston McShine*. New York: Museum of Modern Art.

In-text examples:

(Reed, 2005)
(Museum of Modern Art. 2006)
As Reed (2005) suggests…….
As the Museum of Modern Art (2006) exhibition highlights……

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Film on video/DVD

Format:
Title - in italics or underlined. (Year of distribution - in brackets) Format type i.e. film, animated film. Directed by – name of directors. [Material type – in square brackets]. Place of distribution: Distribution Company.

Bibliography examples:
Requiem for a Dream. (2000) Film. Directed by Darren Aronofsky. [DVD]. UK: Momentum Pictures.

Chicken Run. (2000) Animated Film. Directed by Peter Lord and Nick Park. [VHS] UK: Pathe Distribution.

In-text example:
If you refer to a film in the body of your work, the title will need to be underlined or placed in italics:

(*Chicken Run,* 2000) …this is highlighted by Harry's character in the film *Requiem for a Dream* (2000).

Image in a book
Images, art work, graphs and charts from books are not referenced in the same way as book chapters. In-text you need to mention the image or art work and the page number, but in the Bibliography you will need to reference the source (book, etc.) where you found the image, art work, etc.

Bibliography format:
FAMILY/SURNAME, Initials. (ed.) or (eds.)-in brackets for editor(s) (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
If you refer to an image in your work from a book, for example a photograph from the following book, you will need to reference the source (book) where the item can be found:

FISH, J. (2004). *Photographs and Art*. London: Fish and Sons.

In-text:
In-text references to works of art, images, etc. in a book are highlighted in the text by italics or underlining the title of the work and following it with the (surname of the author, Year of Publication, p. – followed by page number where the image can be located – in brackets):

The photograph *Night time* by Bloggs in 2001 (Fish. 2004. p.67) shows..... This was highlighted in Blogg's *Night time* (Fish. 2004. p. 67).

Interview (you have conducted)

Format:
Name of person interviewed – FAMILY/SURNAME, Initials. (Year of interview – in brackets) *Title of interview – in italics or underlined.* [Interview – medium of source]. Date the interview was conducted.

Bibliography example:
HATTON, A. (2008) *Development of library support for early years students*. [Interview]. 24th April 2008.

In-text example:
(Hatton, 2008) ...as indicated by Hatton (2008)

Interview (recorded)

Format:
Name of person interviewed - FAMILY/SURNAME, Initials. (Year of interview – in brackets) *Interview with Author and Date – in italics of underlined*. Place of interview. [Recording in possession of author]

Bibliography example:
HATTON, A. (2008). *Interview with A.Hatton on 15th April 2008*. Stoke on Trent. [Recording in possession of author]

In-text example:
(Hatton, 2008) ….as noted by Hatton (2008)

Journal article (printed journal article)

Printed article format:
FAMILY/SURNAME, Initials. (Year of publication – in brackets) Title of article. *Title of journal - in italics or underlined.* Volume number. (Part number/month – in brackets). p. followed by page numbers.

Bibliography examples:

TEFTS, K. & BLAKSEE, S. (2000) Did you hear the one about Boolean operators? Incorporating comedy into library instruction*. Reference Services Review.* 28 (4). p. 369-378.

In-text example:
(Trefts & Blaksee 2000) This supports Trefts & Blaksee's (2000) evidence that…

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Journal article (online/electronic journal article)

Online article format:
FAMILY/SURNAME, Initials. (Year of publication – in brackets) Title of article. *Title of journal - in italics or underlined.* [Online – in square brackets] Volume number. (Part 18 number/month – n brackets). p followed by page numbers. Available from - URL. [Accessed: followed by date in square brackets]

Bibliography example:
WILSON, J. (1995). Enter the cyberpunk librarian: future directions in cyberspace. *Library Review.* [Online] 44 (8). p.63-72. Available from: http://www.emeraldinsight.com [Accessed 30/01/2008]

In-text example:
(Wilson, J. 1995) According to Wilson (1995)….

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets).

Law Reports

When referencing Law Reports, square brackets are used for the year of publication when the date is essential for finding the report. Round brackets are used when the date is of assistance to when a case was reported in law reports which also have continuous volume numbers.

Format:
Names of parties – in italics. [Year – in square brackets or round brackets – see above] Date and/or volume – if available and abbreviated name of the report and number of first page.

Bibliography example:
Gillick v West Norfolk and Wisbech AHA. [1986] A.C. 112.
Parkinson v Axon. (1951) 2 K.B. 678.

In-text example:
As highlighted in *Gillick v West Norfolk and Wisbech* AHA [1986] *Parkinson v Axon (1951) indicated that…*

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Lecture

Format:
FAMILY/SURNAME, Initials. (Year of lecture – in brackets) *Title of lecture – in italics or underlined*. [Lecture]. Title of Module. Name of teaching organisation, Department, the location and date.

Bibliography example:
FISH, J. (2007) *Future of Information* [Lecture] Academic Futures. Information Management Module. Staffordshire University, Library, Room OX33, 18th July 2011.

In-text examples
(Fish, J. 2007) As indicated by Fish (2007)...

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Maps

Format:
FAMILY/ SURNAME, Initials or ISSUING ORGANISATION. (Year of publication – in brackets) *Title of map in italics or underlined*. Sheet number – if available. Scale details. Series – if available. Place of Publication: Publisher.

Bibliography example:
ORDNANCE SURVEY. (1956) *Map of Roman Britain*, Scale sixteen miles to one inch. Southampton: Ordnance Survey.

In-text example:
(Ordnance Survey, 1956) As can be seen in the *Map of Roman Britain* (Ordnance Survey, 1956)

Market Survey report (printed)

Format:
FAMILY/SURNAME, Initials. Or CORPORATE AUTHOR/RESEARCH GROUP. (Year of publication - in brackets) *Report Title including dates and series if available - in italics or underlined*. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
MINTEL (2008) *Pizza and Pasta Restaurants - UK.* London: Mintel.

In-text example:
(Mintel 2002) The trends highlighted by Mintel (2002)

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Market Survey report (online)

Format:
FAMILY/SURNAME, Initials. or CORPORATE AUTHOR/RESEARCH GROUP. (Year of publication - in brackets) *Report Title including dates and series if available - in italics or underlined* [Online – in square brackets]. Edition - if not the first. Place of Publication: Publisher. Available from - URL. [Accessed: followed by the date – in square brackets]

Bibliography format:
MINTEL (2007) *Leisure Venue Catering UK March 2007* [online]. London: Mintel. Available from http://academic.mintel.com/ [Accessed: 25/04/2008]

In-text format:
Mintel (2007)
As highlighted by Mintel (2007)

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets).

Music scores

Musical scores are treated the same as referencing a book.

Format:
FAMILY/ SURNAME, Initials. (Year of publication - in brackets) *Title of score – in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
NYMAN, M. (2003) *Pieces from the Piano* (Pocket Manual) (Sheet Music). UK: Music Sales Ltd.

In-text example:
(Nyman 2003)

Newspaper article (printed article)

Format:
SURNAME, Initials. (Year of publication - in brackets) Title of Article. *Title of Newspaper - in italics or underlined*. Day and month of article. Page number of article - if available.

Bibliography example:
RANDERSON, J. (2008) Researchers find fish that can count up to four. *The Guardian.* 26th February.

In-text Example:
(Randerson, 2008) Randerson's (2008) article indicates that…

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Newspaper article (online / electronic article)

Format:
FAMILY/SURNAME, Initials. (Year of publication - in brackets) Title of Article. *Title of Newspaper - in italics or underlined*. [Online] Day and month of article. Page number of article - if available. Available from – URL of database supplier. [Accessed: followed by date in square brackets]

Bibliography example:
RANDERSON, J. (2008) Researchers find fish that can count up to four. *The Guardian*. 26th February. p.14. Available from: http://www.lexisnexis.com/uk. [Accessed: 22nd May 2008].

In-text example:
(Randerson, 2008) Randerson's (2008) article indicates that…

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Newspaper article (no author)

If there is no author present, use the title of the newspaper – in italics of underlined to start your reference.

Format:
Title of Newspaper – in italics of underlined. (Year of publication - in brackets). Title of Article. Day and month of article. Page number of article - if available.

Bibliography example:
The Guardian. (1987) Exploration of the Coast. Nov 24th.

In-text example:
(*The Guardian*, 1987) *The Guardia*n (1987) article indicates that…

"Direct quotations are placed in double quotations marks" (Author's Surname. Year of Publication, p. – followed by page number – in brackets)

Newspaper Cartoon

Format:

FAMILY/SURNAME (Year of publication -in brackets) Title of Cartoon. [Cartoon] *Title of Newspaper - in italics or underlined.* Day and month of cartoon. Page number of cartoon - if available.

Bibliography example:
BATEMAN, A. (2008). What a Political battle. [Cartoon] *East Coast Independent.* 14th April 2008. p6.

In-text example:
(Bateman 2008) …as depicted in Bateman's (2008) cartoon.

No Author/Anonymous

For publications without individual authors use Anon instead of the author's name. However, if you are referring to a newspaper article without an author, replace anon with the title of the Newspaper.

Format:
ANON. (Year of publication - in brackets) *Book Title - in italics or underlined.* Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Bibliography example:
ANON. (2002) *Atlas of Anatomy*. Cobham, Surrey: Taj Books.

In-text example:
Human anatomy can be seen in this way (Anon 2002)...

No publication date

Format:
If the item you are referencing has no publication date or only an approximate or dubious date, use the following information to best describe the item:
• If there is no date available use the abbreviation (n.d.) in brackets
• If there is only an approximate date available precede the approximate date with a lowercase c. (for circa) in brackets, for example (c.1903).

Bibliography example:
DUNDEE CITY ART GALLERY and MUSEUM. (n.d.) *Dundee Tiles 1880-1930.* Dundee: Dundee City Art Gallery and Museum.

ROOSEVELT, T. (c.1886). *Thomas Hart Benton.* Boston and New York: Houghton-Mifflin and Company.

In-text example:
(Dundee City Art Gallery and Museum. n.d.) This was shown at the exhibition hosted at the Dundee City Art Gallery and Museum (n.d.)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Official Publications

Format:
COUNTRY.NAME OF COMMITTEE, DEPARTMENT or ROYAL COMMISION (Year of publication – in brackets) *Title of publication - in italics or underlined.* Place of Publication: Publisher. (Paper number – if available in brackets).

Bibliography examples:
GREAT BRITAIN. HEALTHCARE COMMISSION, AUDIT COMMISSION for LOCAL AUTHORITIES in ENGLAND and WALES. NATIONAL AUDIT OFFICE. (2006) *Tackling Child Obesity: First Steps*. London: Stationery Office.

GREAT BRITAIN. DEPARTMENT OF HEALTH. (1995). *London's Ambulance Service: Government response to the Second Report from the Health Committee Session 1994-95.* London: H.M.S.O (Cm 3009).

In-text example:
(Great Britain. Healthcare Commission, Audit Commission for Local Authorities in England and Wales. National Audit Office. 2006). Statistics from the Great Britain Healthcare Commission, Audit Commission for Local Authorities in England and Wales. National Audit Office. (2006) show that...
(Great Britain. Department of Health. 1995). As indicated by the Great Britain Department of Health (1995)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets).

Online video

Online video citation should commence with the name of the originator (screen name) or organisation which produced the online video.

Format:
FAMILY/ SURNAME, initials or ORGANISATION IF NO NAMED PERSON IS AVAILABLE. (Year of distribution - in brackets) *Title of Online Video – in italics or underlined.* If available indicate the Number and/or title if part of a series. [Online video – in square brackets]. Date of the online video. Available from - URL. [Accessed: followed by date in square brackets].

Bibliography example:
BERKERLEY UNIVERSITY of CALIFORNIA EVENTS, UCBERKELEYEVENTS (2007) *Building Academic Library 2.0.* [Online Video]. November 19th. Available from: http://www.youtube.com/watch?v=q_uOKFhoznI. [Accessed: May 19th 2008].

In-text:

If you refer to an online video in the body of your work, the title will need to be underlined or placed in italics: …as can be seen in Berkeley's presentation *Building Academic Library 2.0* (2007).

Original works of Art

Material types can include: paintings, photographs, illustrations, ceramics, cartoons, drawing, etchings, sculptures, woodcut, etc. Your reference should state the artist's name, its title and where the item can be located or viewed. If no name is available, use the title of the piece – in italics or underlined as the first element of the reference.

Format:

FAMILY/SURNAME, initials. (Year – in brackets) *Title of artwork – in italics or underlined,* [Material type – in square brackets]. Title of Art Gallery, Museum etc, Location or City

Bibliography example:

BROOM, S. (2002) *Daylight.* [Photograph]. Manor Art Gallery, Manchester.
CEDAR, M. (1938). *Mars at Night.* [Sculpture]. Manor Art Gallery, Manchester.

In-text example:

(Broom. 2002) …highlighted by Cedar's *Mars at Night* (1938)

Play script (published)

If you are referring to the printed publication/script of a play, emphasis is given to the author first and the play is referenced as a book (see example):

Format:

FAMILY/SURNAME, Initials. (Year of publication - in brackets) *Title of Play- in italics or underlined.* Place of Publication: Publisher.

Bibliography example:

OSBORNE, J. (1957) *Look Back in Anger.* London: Faber and Faber.

In-text example:

(Osborne, 1957) …supported by Osborne's (1957) play *Look Back in Anger...*

"Direct quotations from a play are placed in double quotations marks" (playwrights' Surname, followed by Year of Publication, Act, Scene and/or page number – in brackets)

Podcast

Podcast citations should commence with the name of the originator or organisation which produced the podcast.

Format:

FAMILY/SURNAME, initials or organisation if no named person is available. (Year of distribution - in brackets) *Title of Podcast – in italics or underlined.* Number and/or

title of the episode – if needed. [Online – in square brackets]. Date of the Podcast. Available from - URL. [Accessed: followed by date in square brackets]

Bibliography examples:
BBC RADIO 4. (2008) *Material World: Severn Barrage & Palaeopathology* introduced by Quentin Cooper. [Online]. Thursday 15th May. Available from: http://www.bbc.co.uk/radio4/science/thematerialworld.shtml. [Accessed: 19th May 2008]

In-text example:
If you refer to a podcast in the body of your work, the title will need to be underlined or placed in italics:

...examined in BBC Radio 4's podcast *Material World: Severn Barrage & Palaeopathology* (2008).

Poem (from an anthology)

Poems are not referenced in the same way as book chapters. In-text you need to mention the poem and poet and page number, but in the Bibliography you will need to reference the source (book, etc.) where you found the poem.

Format:
FAMILY/SURNAME, Initials. (ed.) or (eds.)-in brackets for editor(s) (Year of publication - in brackets) *Book Title - in italics or underlined*. Series title and volume - if available. Edition - if not the first. Place of Publication: Publisher.

Fictitious Bibliography example:
If you refer to a poem in your work from a book, for example a poem from the following book, you will need to reference the source (book) where the poem can be found:

FISH, J. (2004) *The Art of Poetry*. London: Fish and Sons.

In-text:
The poem *Spring Time* by Bloggs (Fish. 2004. p.67) shows..... This was highlighted in Bloggs' *Spring Time* (Fish. 2004. p.67).
"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Radio broadcast

As Radio broadcasts are the production of a collection of individuals, they should be cited using the title of the broadcast first. For programmes within a series, the episode should also be indicated after the series title.

Format:
Title - in italics or underlined. Number and/or title of the episode – if needed. (Year of distribution - in brackets) Name of broadcaster. Broadcast or transmission date.

Bibliography example:

It's Not Just about the Music. 1968 Season. (2008) BBC Radio 4. Thursday 10th April.

In-text example:
If you refer to a radio broadcast in the body of your work, the title will need to be underlined or placed in italics:

…highlighted in *It's Not Just about the Music* (2008)…

Secondary Referencing using Harvard

What is Secondary Referencing?
Secondary referencing occurs when you are reading a book or journal article whose author uses facts or information from research done by someone else, and you want to use this to support your own assignment.

How to Secondary Reference
There are 2 ways that you can approach a secondary reference:
1. You locate the original research so that you can read, use and cite directly from this original source. This is often the preferred method as this shows that you have exercised and increased your own research for your assignment.

2. In some instances this may not be possible as the original research may be difficult to find or gain access to. If you are confident that this secondary source is reliable and accurate you can refer to it in your own work using the Harvard rules for secondary referencing (see below for examples)

In-text example:
If you have read the book 'Modern Organisations' by Bill Jones (2007) and he refers to another author, Jean Smith and her ideas of 'organisational devolution' (1987) and you want to include Smith's ideas, using the Harvard system your citation must indicate that you have used a secondary source and not the original work undertaken by Smith:

Jean Smith (1987), as summarized by Jones (2007) highlights the application of 'organisational devolution' to result in…
Or
Smith's (1987) 'organisational devolution' indicates this possibility (in Jones 2007, p. 45)

Bibliography example:
When using the Harvard system in terms of secondary referencing your Bibliography only needs to give the details of the source that you have read for the assignment. Using the example above, you would refer to the main text (Jones 2007) as JONES, B (2007). *Modern Organisations*. London: Routledge.

Sound recording – audio CD, Cassette, Vinyl Records

Format:

FAMILY/SURNAME, initials. (Year of publication - in brackets) Title-in italics or underlined [Material type–in square brackets]. Place of Distribution: Distribution Company.

Bibliography example:
DYLAN, B. (2001) Love and Theft [CD] UK: Columbia Recordings.

In-text example:
If you refer to the title of a recording in the body of your work, the title will need to be underlined or placed in italics:

(Dylan, 2001)

…as influenced by Dylan's Love and Theft (2001)…

Television broadcast

As Television broadcasts are the production of a collection of individuals, they should be cited using the title of the broadcast first. For programmes within a series, the episode should also be indicated after the series title.

Format:
Series title – in italics or underlined. Number and/or title of the episode – if needed. (Year of distribution - in brackets) Transmitting organisation and channel, full date and time of transmission.

Bibliography examples:
Panorama. The Challenge of the Sixties. (2008) BBC4. Thursday 15th May. 17:45.

In-text example:
If you refer to a television broadcast in the body of your work, the title will need to be underlined or placed in italics:

(*Panorama.* The Challenge of the Sixties 2008) …as examined in *Panorama's* The Challenge of the Sixties (2008)

Thesis

Format:
FAMILY/SURNAME, Initials. (Year of submission - in brackets) *Title of Thesis - in italics or underlined.* Degree statement. Degree Awarding Body. Location: Name of University.

Bibliography example:
BARNES, D. L. (2000) *An Investigation into the Process of Formation of Operations Strategy in Small Manufacturing Companies*. A Thesis Submitted in partial fulfilment of the Requirements of Staffordshire University for the Degree of Doctor of Philosophy. Stoke-on-Trent: Staffordshire University.

In-text example:

(Barnes 2000) …indicated by Barnes (2000)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Unpublished Work

Format:
FAMILY/SURNAME, Initials. (Year of publication - in brackets) *Item title – in italics or underlined.* Unpublished.

Bibliography example:
BRICK, C. (2002) *The Local.* Unpublished.

In-text example:
(Brick, C. 2002) This was the conclusion supported by Brick (2002)

"Direct quotations are placed in double quotations marks" (Author's Surname, Year of Publication, p. – followed by page number – in brackets)

Website

Format:
FAMILY/SURNAME, initials or name of website if no author is available. (Year - in brackets) *Title of website – in italics or underlined.* Any numbers if website is part of a series – if needed. [Online –in square brackets] Available from - URL. [Accessed: followed by date in square brackets]

Bibliography format:
BBC NEWS (2008) *Factory Gloom worst since 1980.* [Online] Available from: http://news.bbc.co.uk/1/hi/business/7681569.stm [Accessed: 21 October 2008]
In-text example:
(BBC News 2008) …as reported on BBC News (2008)

Website – Web document

Format:
FAMILY/SURNAME, initials or name of website if no author is available. (Year - in brackets) *Title of web document – in italics or underlined.* Any numbers as indicated on the web document, i.e. if part of a series - if needed. [Online – in square brackets] Date of document – if specified. Available from - URL. [Accessed: followed by date in square brackets]

Bibliography format:
ENGLISH HERITAGE. (2005) *Wind Energy and the Historic Environment.* [Online] October 2005. Available from: http://www.english-heritage.org.uk/upload/pdf/Wind_Energy_(final).pdf. [Accessed: 20th May 2008]

In-text example:

(English Heritage. 2008) …as indicated by English Heritage in their report *Wind Energy and the Historic Environment* (2005)

Wikis

Format:
NAME OF WIKI (Year - in brackets) *Title of Wiki – in italics or underlined.* [Online– in square brackets]. Available from - URL. [Accessed: followed by date in square brackets]

Bibliography format:
SUBJECT WIKI for GEOGRAPHY LIBRARY RESOURCES –STAFFORDSHIRE UNIVERSITY. (2007) [Online] Available from: http://crwnwiki1.staffs.ac.uk/ subjectwiki/Geography. [Accessed: 19th May 2012]

In-text example:
If you refer to a Wiki in the body of your work, the title will need to be underlined or placed in italics: (*Subject Wiki for Geography Library Resources – Staffordshire University. 2012*)

~~~~~~~~~~~~~~~~~

Following sources may be useful:

01] Harvard Referencing System
[http://education.exeter.ac.uk/dll/studyskills/harvard_referencing.htm]

02] Harvard System of Referencing
[http://www.library.dmu.ac.uk/Images/Selfstudy/Harvard.pdf]

03] Harvard Citation Style
[http://guides.is.uwa.edu.au/content.php?pid=43218&sid=318559]

04] Harvard Referencing Style
[http://www.ucd.ie/t4cms/Guide69.pdf]

05] Harvard: Citing & Referencing
[http://www.otago.ac.nz/library/pdf/Harvard_referencing.pdf]
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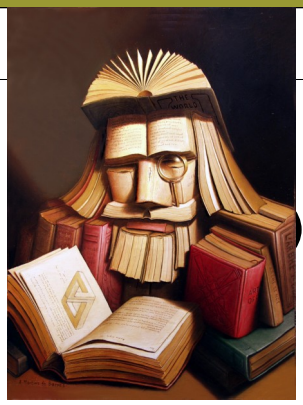
HARVARD REFERENCING - Aid -EndNote

MY TEACHER GAVE ME AN 'F' ON MY REPORT. SHE ACCUSED ME OF PLAGIARIZING OFF THE INTERNET!
THAT'S OUTRAGEOUS! I'LL GET HER FIRED! I STOLE THAT REPORT YEARS AGO FROM NATIONAL GEOGRAPHIC MAGAZINE AND GOT AN 'A' ON IT!
www.cagle.com

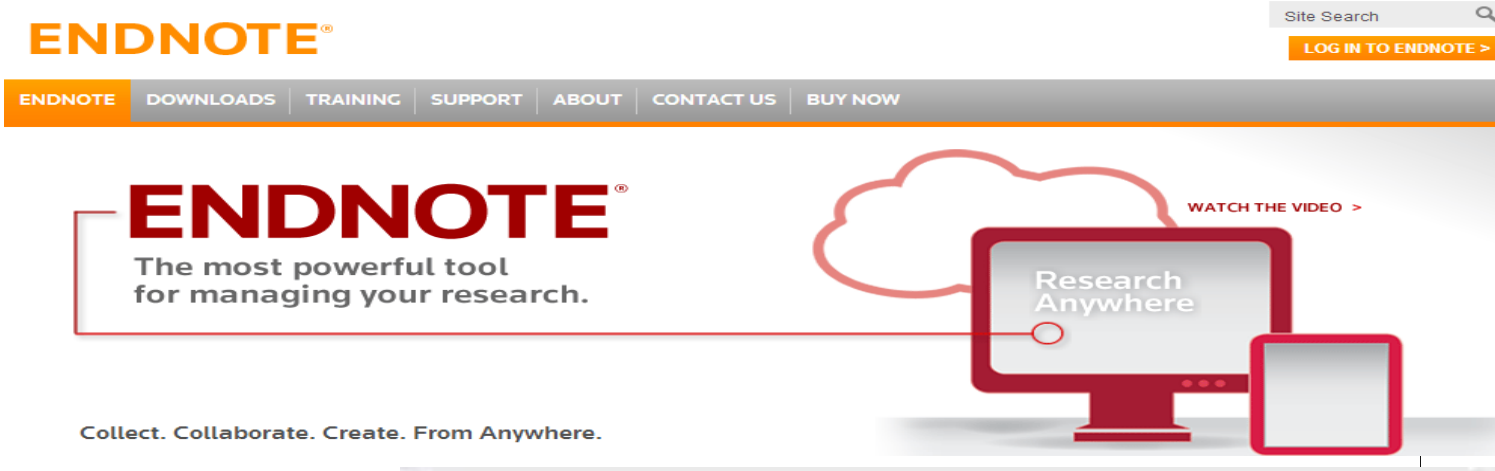
A Guide to Research Scholars

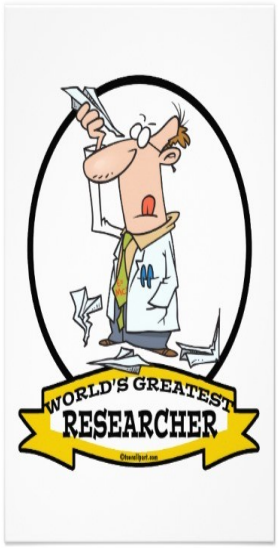


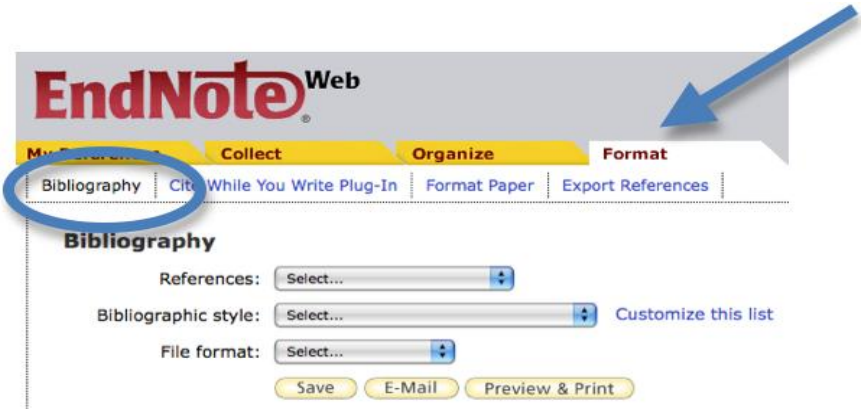
RESEAERCH Referencing …

Chapter 08

END Notes







ENDNOTES

Introduction

Millions of researchers, scholarly writers, students, and librarians use EndNote to search online bibliographic databases, organize their references, images and PDFs in any language, and create bibliographies and figure lists instantly. Instead of spending hours typing bibliographies, or using index cards to organize their references, they do it the easy way—by using EndNote! An endnote is source citation that refers the readers to a specific place at the end of the paper where they can find out the source of the information or words quoted or mentioned in the paper. Endnotes are used: (1) to cite the source of statements quoted or closely paraphrased in the text, (2) to make additional comments about some point of the text, or (3) to acknowledge someone else for an idea or argument.

Endnotes only serve one purpose, to allow the reader to access with ease and confidence the source that you have used. Any citation form that does well this is appropriate, but most disciplines *insist on their own particular way* of citing information, and you must follow those preferences. There is nothing magical about these forms -- they all do the same

thing -- but you should get used to the fact that different disciplines require different citation forms. In the case of either footnotes or endnotes, the only indication that goes in the text itself is the footnote number, the small supra-number after the text you wish to reference.

An Illustration

When using endnotes, your quoted or paraphrased sentence or summarized material is followed by a superscript number.

Example:

Let's say that you have quoted a sentence from Lloyd Eastman's history of Chinese social life. You have written this sentence:

According to Eastman, "The family was the central core of the Chinese social system."[1]

***Analysis of the example*:**

Notice that there is a superscript number *after* the quotation. You insert the number by using your word-processor's "insert reference" (or citation) function.

The superscript number corresponds to a note placed at the end of the paper (which is called an endnote). Your word-processor will create a note number and a space at the end of your paper, where you then fill in the citation. This endnote lets the reader know where you found your information.

Note numbers are sequential: first note in your paper is numbered 1, the second note is 2 (even if you are quoting the same source as in #1), etc.

AGAIN, even if you are repeating a reference to the same source, your numbers must continue in sequence (1, 2, 3, 4, 5). You must use *"Arabic"* numbers (1, 2, 3...), not Roman numerals (i, ii, iii...)!

What do I put *in* the endnote (the part that appears at the end the paper) the first time I refer to a source?

The first time you have a citation to a particular source, the note at the end of the paper must include the following information in the following order:

Author's first name then last name, *Title of Book* (City of publication: Publishing company's name, Date of Publication), Page Number of quoted, paraphrased, or summarized material.

Example:

You have written this sentence:

According to Eastman, "The family was the central core of the Chinese social system."[1]

At the end of the paper (in the space set aside for this note by your word-processing software), you would put the following information in the following order:

1 Lloyd E. Eastman [1988], *Family, Field, and Ancestors: Constancy and Change in China's Social and Economic History, 1550-1949,* New York: Oxford University Press, 53.

In addition to including this information at the end of the paper, this source of information should also be included in Bibliography, at the end of the book.

What if I cite the same source again in my paper?

If you cite the same source again in you paper, use a short form for all subsequent citations to that source:

Author's last name, *First Words of Book Title*, page number.

OR

Author's last name, page number.

Example:

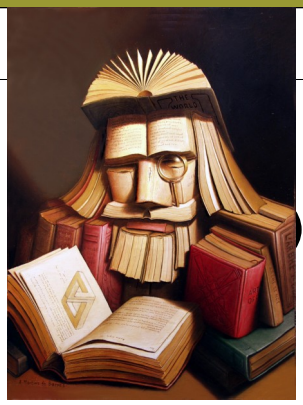
You have already cited the Eastman, but then you cite it again in note #3:

3 Eastman, *Family, Field, and Ancestors*, 54.

Conclusion

The Endnote is a very useful tool for academic researchers who should make use of the same to enrich the depth and quality of their research study and to gain ample and sizable knowledge and experience in their own fields of speciality. The quantity and quality of citations noted in a research thesis reflect the seriousness and curiosity of research scholars. Evaluators or examiners would definitely take a note of the scholarship of scholars and appreciate the efforts put by the scholars.

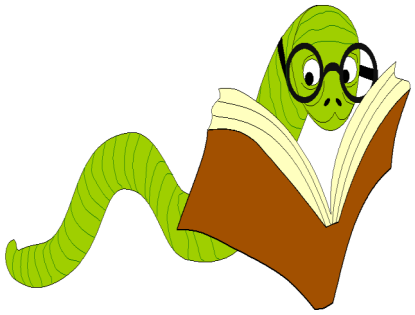
A Guide to Research Scholars

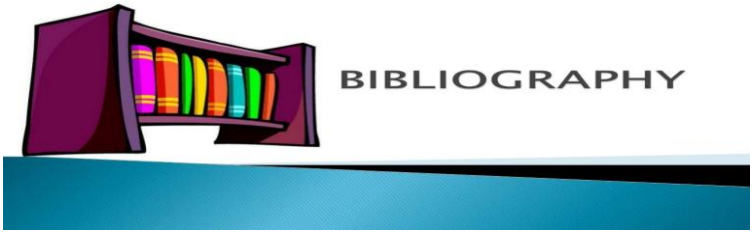


RESEAERCH Referencing ...

Chapter 09

Bibliography





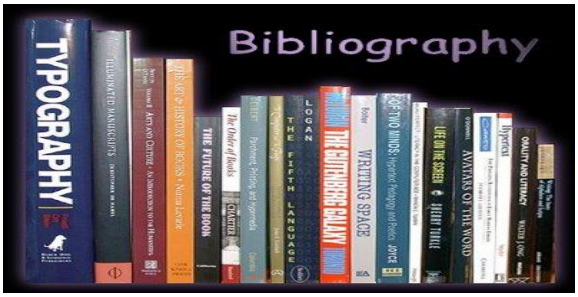
BIBLIOGRAPHY

What is a bibliography?

The Scholar may sometimes be asked to provide a bibliography at the end of a piece of work, in addition to a reference list. What is the difference?

- A bibliography is a full reference list of all the sources which you have consulted in preparing a particular piece of work, but may not have cited (for quotations, paraphrasing etc.)
- A reference list only includes the sources that you have cited, not your background reading

Both types of lists should be organised alphabetically and laid out in the same way. Most courses in the university use the Harvard style of referencing. However, many subject areas have chosen to use a different system.



Types of Bibliographies

1.The compilation of systematic or enumerative bibliographies – books, MSS, audio-visual formats and other publications arranged in a logical order giving author, title, date and place of publication, publisher, details of edition, pagination, series and literary/information contents. Such a bibliography

might be of works by one author, or on one subject, or printed by one printer, or in one place, or during one period. The term is also applied to the whole of the literature on a subject. A bibliography may be complete/general/universal (i.e. including all formats, periods, subjects, etc.) or national (material emanating from one country), or select (rated by quality or relevance to a purpose) or special (limited to one aspect) or trade (compiled for commercial purposes in the book trade).

2. The art or science of describing books, especially their physical make-up or literary contents; consideration of books as physical objects, and the history of book production. Often in this sense the terms critical, analytical, historical, or physical bibliography are used.

- Secondary document listing entries in a specified order and containing elements which describe and uniquely identify documents.

- The systematic listing and analytical study of books, manuscripts and other documents.

Universal Bibliography

A bibliography that includes everything published or issued in a subject field regardless of date of publication.

National Bibliography

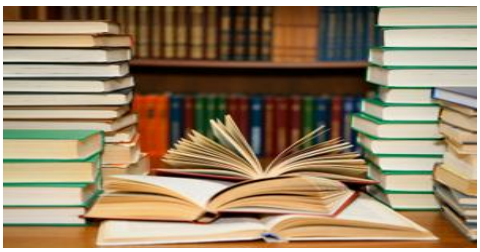
- A bibliography that lists everything published (and possibly distributed) in a given country.
- A record of the publications of a country, typically published by its national library. Some countries, however, include works about the country and/or works by authors resident and/or born in and/or ethnic nationals of the country.

Trade Bibliography

A bibliography compiled primarily to aid the book trade by supplying information as to what books are in print or for sale; when, where, and by whom they were published; and their price.

Subject Bibliography

A bibliography that lists materials relating to a specific topic/subject.



Bibliographic record

It is set of bibliographical information for characterizing and identification of the bibliographic item.

Bibliographic record can be created for any independent bibliographic item (book, journal, newspaper, audio cassette, video cassette, cartographic publication etc.) and for analytical bibliographical item or component part (article from the journal or newspaper, chapter from a book, map, sheet, illustration etc.).

Depending on the particular bibliographic item one distinguishes *2 types of bibliographic record:*

- record of an independent bibliographical unit - which identifies the bibliographic unit itself;
- record of component part - which identifies both the analytical bibliographical item and the source where it is located.

The *goal* of bibliographical record standard is:

- To ensure the international exchange of records;
- To overcome the language barrier in the perception of the records;
- To promote the conversion of bibliographic records into machine-readable format.

Following the International bibliographic standard promotes:

- Standardized identification of bibliographic records worldwide by

implementing uniform regulations;
- Cooperation of bibliographical institutions on the basis of uniform regulations in compilation of bibliographic records.

The standard of bibliographic records enumerates all components necessary for describing and identification of all possible library materials, as well as defines the system of record zone, sequence of components and punctuation.

The regulations of International Standard of Bibliographic Description concerns the records compiled by national bibliographical institutions and other institutions of cataloguing both in printed and electronic format. They cover the maximum of descriptive information necessary for bibliographical work. They include elements essential to one or several spheres of bibliographical work, but are not necessary to all. The national bibliographical institution which is responsible for compilation of every single record of published material in the particular country, includes in the record all compulsory elements defined by the standard of the bibliographical record, which are applied to the bibliographical item. Separate elements are defined as optional and their incorporation in the record is the responsibility of the bibliographical institution. Cataloguing institutions which do not compile records for international exchange, are given more freedom in the choice of compulsory or optional elements of the record, recording them in the order defined by the standard and observing the punctuation defined by the standard.

How to write a bibliography

Writing a Bibliography

At the end of all pieces of academic writing, scholar needs a list of materials that he has used or referred to. This usually has a heading: *references* but

may be *bibliography* or *works cited* depending on the conventions of the system one uses.

The object of writing is for the scholar to say something for himself/herself using the ideas of the subject. The emphasis should be on working with other people's ideas, rather than reproducing their words. The ideas and people that one refers to need to be made explicit by a system of referencing. This consists of a list of materials that the scholar has used at the end of the piece of writing and references to this list at various points throughout the essay. The purpose of this is to supply the information needed to allow a user to find a source.

Therefore, at the end of an assignment scholar needs a list of the materials he/she has used - a bibliography or a reference list.

General Guide to Formatting a Bibliography

When assembling a final bibliography, list your sources (texts, articles, interviews, and so on) in alphabetical order by authors' last names. Sources that don't have authors (encyclopedias, movies) should be alphabetized by title.

For a book:
Author (last name first). Title of the book. City: Publisher, Date of publication.
Example:
Dahl, Roald. The BFG. New York: Farrar, Straus and Giroux, 1982.

For an encyclopaedia:
Encyclopedia Title, Edition Date. Volume Number, "Article Title," page numbers.
Example:
The Encyclopedia Britannica, 1997. Volume 7, "Gorillas," pp. 50-51.

For a magazine:
Author (last name first), "Article Title." Name of magazine. Volume number, (Date): page numbers.
Example:
Jordan, Jennifer, "Filming at the Top of the World." Museum of Science

Magazine. Volume 47, No. 1, (Winter 1998): p. 11.

For a newspaper:
Author (last name first), "Article Title." Name of newspaper, city, state of publication. (date): edition if available, section, page number(s).
Example:

Powers, Ann, "New Tune for the Material Girl." The New York Times, New York, NY. (3/1/98): Atlantic Region, Section 2, p. 34.

For a person:
Full name (last name first). Occupation. Date of interview.
Example:

Smeckleburg, Sweets. Bus driver. April 1, 1996.

For a film:
Title, Director, Distributor, Year.
Example:

Braveheart, Dir. Mel Gibson, Icon Productions, 1995

CD-ROM:
Disc title: Version, Date. "Article title," pages if given. Publisher.
Example:

Compton's Multimedia Encyclopedia: Macintosh version, 1995. "Civil rights movement," p.3. Compton's Newsmedia.

Magazine article:
Author (last name first). "Article title." Name of magazine (type of medium). Volume number, (Date): page numbers. If available: publisher of medium, version, date of issue.
Example:

Rollins, Fred. "Snowboard Madness." Sports Stuff (CD-ROM). Number 15, (February 1997): pp. 15-19. SIRS, Mac version, Winter 1997.

Newspaper article:
Author (last name first). "Article title." Name of newspaper (Type of medium), city and state of publication. (Date): If available: Edition, section and page number(s). If available: publisher of medium, version, date of issue.
Example:

Stevenson, Rhoda. "Nerve Cells." Community News (CD-ROM), Nassau, NY. (Feb 1996): pp. A4-5. SIRS, Mac. Version, Spring 1996.

Online Resources

Internet:

Author of message, (Date). Subject of message. Electronic conference or bulletin board (Online). Available e-mail: LISTSERV@ e-mail address
EXAMPLE:

Ellen Block, (September 15, 1995). New Winners. Teen Booklist (Online). Helen Smith@wellington.com

World Wide Web:

URL (Uniform Resource Locator or WWW address). Author (or item's name, if mentioned), date.
Example: (Boston Globe's www address)
http://www.boston.com. Today's News, August 1, 1996.

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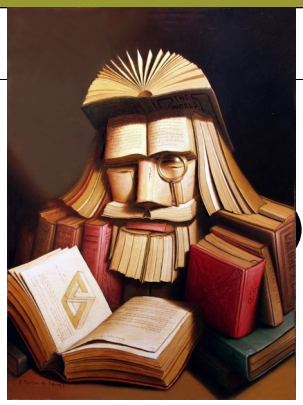
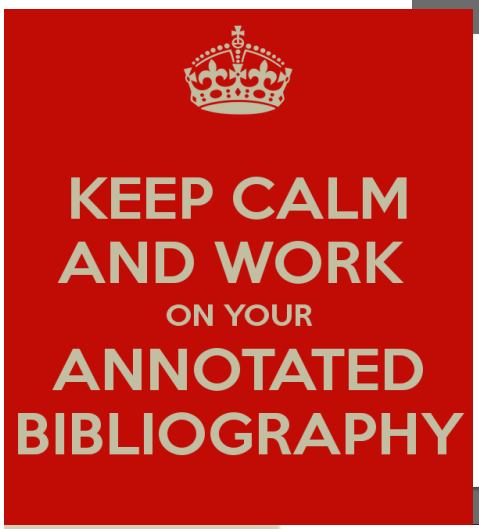
A Guide to Research Scholars

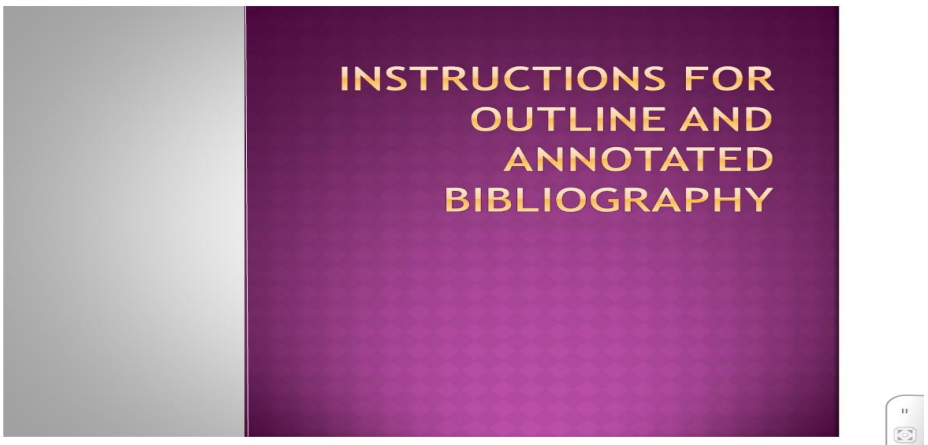


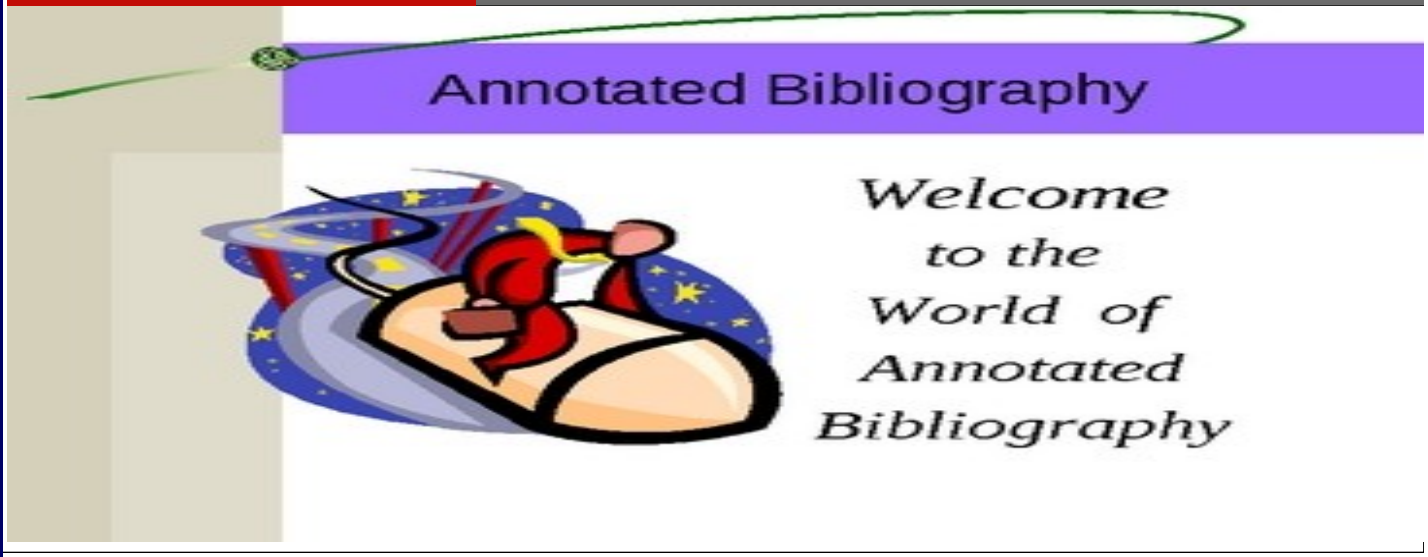
RESEAERCH Referencing …

Chapter 10

ANNOTATED
Bibliography







ANNOTATED BIBLIOGRAPHY

Definition

An annotated bibliography is a list of citations related to a particular subject area or theme that include a brief, usually not more than 150 words, descriptive or evaluative summary. The annotated bibliography can be arranged chronologically by date of publication or alphabetically by author, with citations to print and/or digital materials, such as, books, newspaper articles, journal articles, dissertations, government documents, pamphlets, web sites, etc., and/or, multimedia sources like films and audio recordings. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Importance of a good Annotated Bibliography

In lieu of writing a formal research thesis, your supervisor may ask you to create an annotated bibliography. You may be assigned this for a number of reasons, including showing that you understand the literature underpinning your research problem, to demonstrate that you can conduct an effective review of pertinent literature, or to share sources among your peer-scholars so that, collectively, everyone obtains a comprehensive understanding of key research on the subject. Think of an annotated bibliography as a more deliberate, in-depth review of the literature than what is normally conducted for a research paper.

On a broader level, writing an annotated bibliography can be excellent preparation for conducting a larger research project by allowing you to see what research have already been done and where your proposed study may fit within it. By reading and responding to a variety of sources associated with a research problem, you can begin to see what the issues are and gain a better perspective on what scholars are saying about your topic. As a result, you are better prepared to develop your own point of view and contributions to the literature.

Scope of an Annotated Bibliography

To learn about your topic: Writing an annotated bibliography is excellent preparation for a research project. Just collecting sources for a bibliography is useful, but when you have to write annotations for each source, you're forced to read each source more carefully. You begin to read more critically instead of just collecting information. At the professional level, annotated bibliographies allow you to see what has been done in the literature and where your own research or scholarship can fit. To help you formulate a thesis: Every good research paper is an argument. The purpose of research is to state and support a thesis. So a very important part of research is developing a thesis that is debatable, interesting, and current. Writing an annotated bibliography can help you gain a good perspective on what is being said about your topic. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to develop your own point of view.

To help other researchers: Extensive and scholarly annotated bibliographies are sometimes published. They provide a comprehensive overview of everything important that has been and is being said about that topic. You may not ever get your annotated bibliography published, but as a researcher, you might want to look for one that has been published about your topic.

Elements of an Annotated Bibliography

An annotation may contain all or part of the following elements depending on the word limit and the content of the sources you are examining.

- Provide the full bibliographic citation
- Indicate the background of the author(s)
- Indicate the content or scope of the text
- Outline the main argument
- Indicate the intended audience
- Identify the research methods (if applicable)
- Identify any conclusions made by the author/s
- Discuss the reliability of the text
- Highlight any special features of the text that were unique or helpful (charts, graphs etc.)
- Discuss the relevance or usefulness of the text for your research
- Point out in what way the text relates to themes or concepts in your course
- State the strengths and limitations of the text
- Present your view or reaction to the text

Structure and Writing Style

[A] Types

1. **Descriptive**: This type of annotation describes the source without summarizing the actual argument, hypothesis, or message in the content. Like an abstract, it describes what the source addresses, what issues are investigated, and any special features, such as appendices or bibliographies that supplement the main text. What it does not include is any evaluation or criticism of the content. This

type of annotation seeks to answer the question: Does this source cover or address the topic one is researching?

2. **Informative/Summative**: This type of annotation summarizes what the content, message, or argument of the source is. It generally contains the hypothesis, methodology, and conclusion or findings, but like the descriptive type, you are not offering your own evaluative comments about such content. This type of annotation seeks to answer these types of questions: What are the author's main arguments? What conclusions did the author draw?

3. **Evaluative/Critical/Analytical**: This type of annotation incldes your evaluative statements about the content of a source and is the most common type of annotation your supervisor will ask you to write. It might critique the strengths and weaknesses of the source or the applicability of the conclusions to the research problem you are studying. This type of annotation seeks to answer these types of questions: Is the reasoning sound? Is the methodology sound? Does this source address all the relevant issues? How does this source compare to other sources on this topic?

[B] Choosing Sources for Bibliography

Appropriate sources to include can be anything that has value in regards to understanding the research problem, including non-textual sources, such as, films, maps, photographs, and audio recordings, or, archival materials and primary documents, such as, diaries, government documents, collections of personal correspondence, meeting minutes, or offical memorandums.

Your method for selecting which sources to annotate depends upon the purpose of the assignment and the research problem you select. For example, if the research problem is to compare the social factors that led to protests in Egypt with the social factors that led to protests against the government of the Philippines' in the 1980's, you will have to include non-U.S. and historical sources in your bibliography.

[C] Strategies to Define the Scope of Bibliography

It is important that the sources cited and described in your bibliography are well-defined and sufficiently narrow in scope to ensure that you're not overwhelmed by the volume of items you could possibly include. Many of the general strategies you can use to narrow a research topic are the same you can use to define what to include in your bibliography. These are:

- **Aspect**--choose one lens through which to view your topic, or look at just one facet of your topic (e.g., rather than writing a bibliography of sources about the role of food in religious rituals; create a bibliography on the role of food in Hindu ceremonies).
- **Time**--the shorter the time period, the more narrow the focus.
- **Geography**--the smaller the area of analysis, the more narrow the focus (e.g., rather than cite sources about trade relations in West Africa, include only sources that examine trade relations between Niger and Cameroon).
- **Relationship**--review sources that examine how two or more different topics relate to one another? (e.g., cause/effect, compare/contrast, etc.)
- **Type**--focus on your bibliography in terms of a specific type or class of people or things (e.g., research on health care provided to elderly men in Japan).
- **Source**--your bibliography includes specific types of materials (e.g., only books, only scholarly journal articles, only films, etc.).
- **Combination**--use two or more of the above strategies to focus your bibliography very narrowly or broaden coverage of a very speciafic research problem.

[D] Format and Content

The format of an annotated bibliography can differ depending on its purpose and the nature of the assignment. It may be arranged alphabetically by author or chronologically by publication date. Ask your supervisor for specific guidelines in terms of length, focus, and type of annotation as cited.

Introduction
Your bibliography should include a brief introduction that explains the rationale for selecting the sources that you did and note, if appropriate, what sources were excluded and the reasons why.

Citation
This first part of your entry contains the bibliographic information written in a standard documentation style, such as, MLA, Chicago, or APA. Be consistent!

Annotation
The second part should summarize, in paragraph form, the material contained in the source. What you say about the source is dictated by the type of annotation you are asked to write (see above). In most cases, your annotation should provide critical commentary that evaluates the source and its usefulness for your topic and for your paper. Things to think about when writing include: Does the essay offer a good introduction on the issue? Does the source deal with a particular aspect of the issue? Would novices find the piece accessible or is it intended for an audience already familiar with the topic? What limitations, if any, does the source have [reading level, timeliness, reliability, etc.]? What is your overall reaction to the source?

Length
Annotations can vary significantly in length, from a couple of sentences to a couple of pages. However, they are normally about 150 words. The length will depend on the purpose. If you're just writing summaries of your sources, the annotations may not be very long. However, if you are writing an extensive analysis of each source, you'll need to devote more space.

SAMPLE Annotated Bibliography

[A] The following example uses the APA format for the journal citation.

Waite, L. J., Goldschneider, F. K., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review,* 51 (4), 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of

Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[B] This example uses the MLA format for the journal citation. NOTE: Standard MLA practice requires double spacing within citations.

Waite, Linda J., Frances Kobrin Goldscheider, and Christina Witsberger. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review* 51.4 (1986): 541-554. Print.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

[C] Critical Annotation

In other cases, annotated bibliographies are written to assess the literature on a chosen topic more broadly. Here, the compiler of the annotated bibliography would normally be more critical and evaluative when discussing the works, in considering not only how a book, article, website, etc. is relevant to an assignment, but how well the work stands up against most of the published works in a particular field of study

In addition to the suggestion above, this type of annotation would more specifically include:

- How the work relates and compares to other works on the topic
- How or whether the work would be useful to others exploring the topic

Sample Critical Annotation

In addition to "What an annotation should include," a critical annotation evaluates the usefulness of the work for a particular audience or situation. The words that are **in bold** indicate what has been added to the descriptive annotation to make it a critical annotation.

London, Herbert. "Five Myths of the Television Age." *Television Quarterly* 10 (1) Spring 1982: 81-89.

Herbert London, the Dean of Journalism at New York University and author of several books and articles, explains how television contradicts five commonly believed ideas. He uses specific examples of events seen on television, such as the assassination of John Kennedy, to illustrate his points. His examples have been selected to contradict such truisms as: "seeing is believing"; "a picture is worth a thousand words"; and "satisfaction is its own reward." London uses logical arguments to support his ideas which are his personal opinion. He doesn't refer to any previous works on the topic; **however, for a different point of view, one should refer to Joseph Patterson's, "Television is Truth" (*The Journal of Television* 45 (6) November/December 1995: 120-135).** London's style and vocabulary would make the article of interest to any reader. **The article clearly illustrates London's points, but does not explore their implications, leaving the reader with many unanswered questions.**

Some Guidelines for Writing an Annotated Bibliography

- Write a brief and interesting introduction, as cited, to an Annotated Bibliography.
- Give bibliographical information in APA style.

- Be consistent, in citation, throughout the text.
- Read the book, paper, article, etc well and purposefully to ensure the correct and proper understanding.
- Write concise evaluative statements covering the content, coverage, applicability to the research study and other relevancy.
- Ensure the narration is precise and well within about 150 words.

It is sometimes challenging to find the vocabulary in which to summarize and discuss a text. Here is a list of some verbs for referring to texts and ideas that you might find useful:

account for	clarify	describe	exemplify	indicate	question
analyze	compare	depict	exhibit	investigate	recognize
argue	conclude	determine	explain	judge	reflect
assess	criticize	distinguish	frame	justify	refer to
assert	defend	evaluate	identify	narrate	report
assume	define	emphasize	illustrate	persuade	review
claim	demonstrate	examine	imply	propose	suggest

The evidence indicates that . . .

The author identifies three reasons for . . .

The article assesses the effect of . . .

The article questions the view that . . .

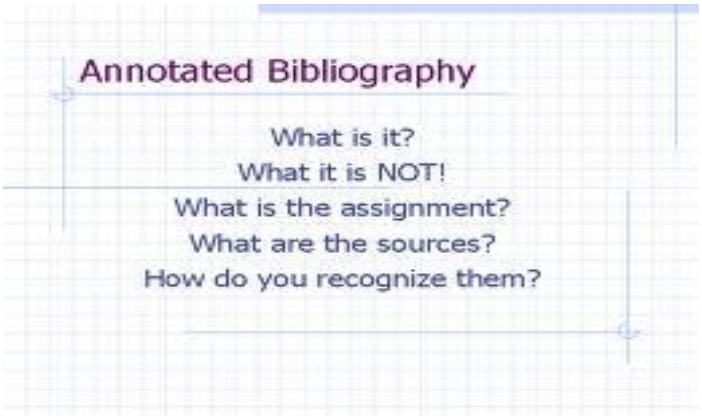
References:

[01] Harner, J.L. (2000). *On Compiling an Annotated Bibliography.* New York: The Modern Language Association of America.

[02] Ikeda, A. (2010). *Writing Annotated Bibliographies.* Claremont, California: Claremont Graduate University Writing Center. Retrieved 13th October 2010 from the World Wide Web: http://www.cgu.edu/pages/836.asp.

[03] Robert E. Kennedy Library. (2010). *Writing an Annotated Bibliography.*
San Luis Obispo, California: California Polytechnic State University. Retrieved 13th October 2010 from the World Wide Web:http://lib.calpoly.edu/research/guides/bibliography.html.

[04] Bisignani, D. and Brizee, A. (2010). *Annotated Bibliographies.* West Lafayette, Indiana: Online Writing Lab (OWL) at Purdue University. Retrieved 13th October 2010 from the World Wide Web: http://owl.english.purdue.edu/owl/resource/614/01/.



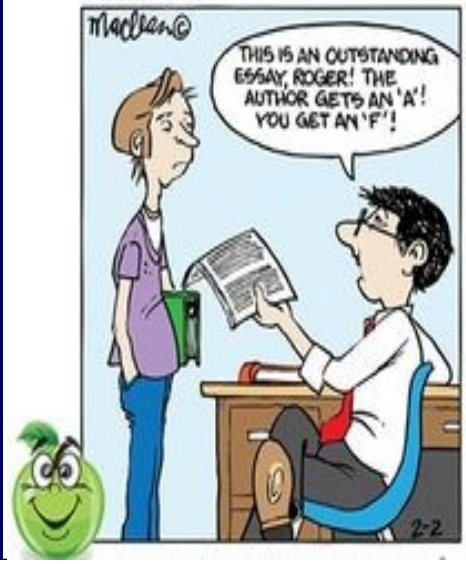
"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."
Sir Francis Bacon

A Guide to Research Scholars

RESEAERCH Referencing …

Chapter 11

Plagiarism



It's hard to defend plagiarism.

Plagiarism

What is plagiarism?

Plagiarism is the method of taking another person's writing, conversation, song, or even idea and showing it off as one's own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Whenever you paraphrase, summarize, or take words, phrases, or sentences from another person's work, it is necessary to indicate the source of the information *within your paper* using an internal citation. It is not enough to just list the source in a bibliography at the end of your paper. Failing to properly quote, cite or acknowledge someone else's words or ideas with an internal citation is plagiarism.

Plagiarism is deception in a literal sense. Plagiarism is copying the work of others and claiming it as your own.

Whether you copy from a published essay, an encyclopedia article, or a paper from a fraternity's files, you are plagiarizing. If you do so, you run a terrible risk. You could be punished, suspended, or even expelled. There is also another kind of plagiarism, known as accidental plagiarism. This happens when a scholar does not intend to plagiarize, but fails to cite the sources completely and correctly. Careful note taking and a clear understanding of the rules for quoting, paraphrasing, and summarizing sources can help prevent this.

Tips for avoiding accidental plagiarism

- Cite every piece of information that is not a) the result of your own research, or b) common knowledge. This includes opinions, arguments, and speculations as well as facts, details, figures, and statistics.
- Use quotation marks every time you use the author's words. (For longer quotes, indenting the whole quotation has the same effect as quotation marks.)
- At the **beginning** of the **first sentence** in which you quote, paraphrase, or summarize, make it clear that what comes next is someone else's idea:
    - According to Smith...
    - Jones says...
    - In his 1987 study, Robinson proved...
- At the **end** of the **last sentence** containing quoted, paraphrased, or summarized material, insert a **parenthetical citation** to show where the material came from:

  The *St. Martin's Handbook* defines plagiarism as "the use of someone else's words or ideas as [the writer's] own without crediting the other person" (Lunsford and Connors 602).

  (Notice the use of brackets to mark a change in the wording of the original.)

The following discussions and examples are cited from:
Lunsford, Andrea, and Robert Connors. *St. Martin's Handbook*. 3rd. ed. New York: St. Martin's Press, 1995.

Avoiding two common forms of accidental plagiarism

1. Paraphrases with no citation

Because a paraphrase is supposed to contain all of the author's information and none of your own commentary, a paraphrase with no citation is an example of plagiarism. The *St. Martin's Handbook* defines an appropriate paraphrase as follows:

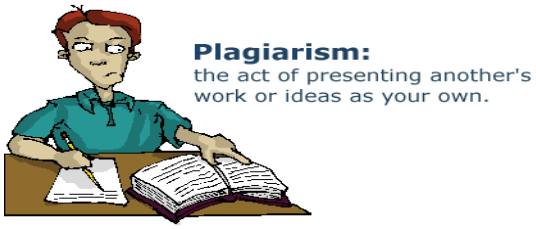
A **paraphrase** accurately states all the relevant information from a passage *in your own words and phrasing,* without any additional comments or elaborations [it] always restates *all* themain points of the passage in the same order and in about the same number of words. (Lunsford and Connors 596)

Lunsford and Connors go on to give two examples of unacceptable paraphrases: one that uses the author's words, and one that uses the author's sentences structures (597).

Lunsford and Connors also state that "even for acceptable paraphrases you must include a citation in your essay identifying the source of the information" (597). This point is crucial: *without the information about the source, an appropriate paraphrase becomes plagiarism.*

Even if you have avoided using the author's words, sentences structure, or style, **an unattributed paraphrase is plagiarism because it presents the same information in the same order.**

2. Misplaced citations



If you use a paraphrase or direct quotation, it is important to place the reference at the very end of all the material cited. Any quoted, paraphrased, or summarized material that comes *after* the reference is plagiarized: it looks like it is supposed to be your own idea.

This is one reason why accurate notetaking is so important; it is possible to forget which words are yours and which are the original writers.

Original source:

Paraphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning. When you incorporate an accurate paraphrase into your essay, you show your readers that you understand that source. (Lunsford and Connors 596)

Plagiarism (misplaced citation):

Lunsford and Connors say that paraphrasing is useful because "[p]araphrasing material helps you digest a passage, because chances are you can't restate the passage in your own words unless you grasp its full meaning" (596). When you incorporate an accurate paraphrase into your essay, you show your readers your understanding of that source.

The reader would logically assume that the sentence following the citation is your own comment on the quotation, when it is actually part of the original quote.

Finally, a point about multiple citations from the same source: cite them all individually. It is not adequate to give one citation at the end of the paragraph for a bunch of individual points abstracted from a source.

Parenthetical citations are intended to make citing your sources easy to do; don't be shy about using them.

Example of acceptable paraphrase: putting the idea in your own words

Taken from **Lunsford and Connors 597-98**. Key words and phrases in the original are in boldface. The changes in wording and sentence structure in the paraphrase are underlined.

Original

But **Frida's outlook was vastly different** from that of the Surrealists. Her art was not the **product of a disillusioned European culture** searching for an **escape from the limits of logic** by **plumbing the subconscious**. Instead, **her fantasy was a product of her temperament, life, and place**; it was a way of **coming to terms with reality**, not of **passing beyond reality** into another realm.

Hayden Herrera, *Frida: A Biography of Frida Kahlo* (258)

Paraphrase

As Herrera explains, Frida's surrealistic vision was unlike that of the European Surrealists. While their art grew out of their disenchantment with society and their desire to explore the subconscious mind as a refuge from rational thinking, Frida's vision was an outgrowth of her own personality and life experiences in

Mexico. She used her surrealistic images to understand better her actual life, not to create a dreamworld (258).

The following discussions and examples are cited from:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890s* by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is **plagiarism:**

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original; uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of

these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage <u>acceptable</u>?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism *<u>even if the writer cites in her own text the source of the phrases or sentences she has quoted.</u>*

Strategies for Avoiding Plagiarism

1. Put in **quotations** everything that comes directly from the text especially when taking notes.

2. **Paraphrase**, but be sure you are not just rearranging or replacing a few words.

Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. **Check your paraphrase** against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)

Common knowledge: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: Dr Rajendra Prasad was the first President of India.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an *interpretation*; **consequently, you need to cite your source.**

Quotation: Using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

Paraphrase: Using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

The following discussions and examples are cited from:
http://www.ccc.commnet.edu/mla/plagiarism.shtml

Some More Examples

The original text from Elaine Tyler May's "Myths and Realities of the American Family" reads as follows:

Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.

Here are some possible uses of this text. As you read through each version, try to decide if it is a legitimate use of May's text or a plagiarism.

Version A:

Since women's wages often continue to reflect the mistaken notion that men are the main wage earners in the family, single mothers rarely make enough to support themselves and their children very well. Also, because work is still based on the assumption that mothers stay home with children, facilities for child care remain woefully inadequate in the United States.

Plagiarism: In Version A there is too much direct borrowing of sentence structure and wording. The writer changes some words, drops one phrase, and adds some new language, but the overall text

closely resembles May's. Even with a citation, the writer is still plagiarizing because the lack of quotation marks indicates that Version A is a paraphrase, and should thus be in the writer's own language.

Version B:

As Elaine Tyler May points out, "women's wages often continue to reflect the fiction that men earn the family wage" (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still "woefully inadequate." (May 589).

Plagiarism: The writer now cites May, so we're closer to telling the truth about the relationship of our text to the source, but this text continues to borrow too much language.

Version C:

By and large, our economy still operates on the mistaken notion that men are the main breadwinners in the family. Thus, women continue to earn lower wages than men. This means, in effect, that many single mothers cannot earn a decent living. Furthermore, adequate day care is not available in the United States because of the mistaken assumption that mothers remain at home with their children.

Plagiarism: Version C shows good paraphrasing of wording and sentence structure, but May's original ideas are not acknowledged. Some of May's points are common knowledge (women earn less than men, many single mothers live in poverty), but May uses this common knowledge to make a specific and original point and her original conception of this idea is not acknowledged.

Version D:

Women today still earn less than men — so much less that many single mothers and their children live near or below the poverty line. Elaine Tyler May argues that this situation stems in part from "the fiction that men earn the family wage" (588). May further suggests that the American workplace still operates on the assumption that mothers with children stay home to care for them (589).

This assumption, in my opinion, does not have the force it once did. More and more businesses offer in-house day-care facilities. . .

No Plagiarism: The writer makes use of the common knowledge in May's work, but acknowledges May's original conclusion and does not try to pass it off as his or her own. The quotation is properly cited, as is a later paraphrase of another of May's ideas.

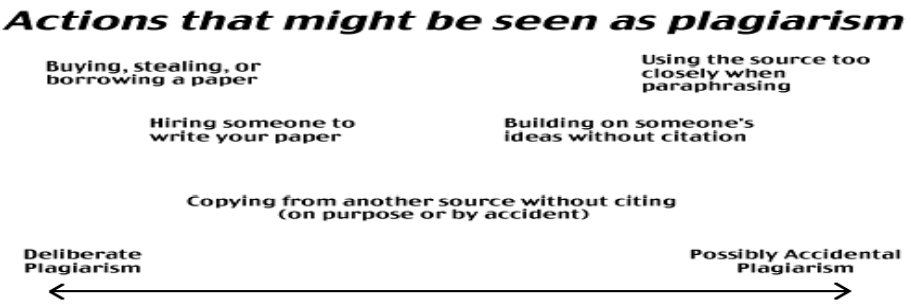
Strategies for Detection

There are some tell-tale signs that a passage, paper, article, etc have been plagiarized. These include:

- mixed citation styles
- no references or quotations
- missing references
- bibliography entries that have not been cited
- strange formatting
- anachronisms
- datedness
- sharp shifts in style

Run papers, passages, etc.., that display any of these features through one of the plagiarism detection services listed here:

[a] http://www.plagiarismchecker.com/
[b] http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm
[c] http://www.duplichecker.com/
[d] http://www.dustball.com/cs/plagiarism.checker/
[e] http://teaching.berkeley.edu/bgd/prevent.html
[f] http://www.virtualsalt.com/antiplag.htm
[g] http://www.plagiarism.com
[h] http://www.plagiarism.org
[i] http://www.plagiarisma.net


Actions that might be seen as plagiarism
Buying, stealing, or borrowing a paper
Using the source too closely when paraphrasing
Hiring someone to write your paper
Building on someone's ideas without citation
Copying from another source without citing (on purpose or by accident)
Deliberate Plagiarism
Possibly Accidental Plagiarism

YOUR TERM PAPER ON "THE GROWING PROBLEM OF PLAGIARISM IN SOCIETY" IS EYE-OPENING...ESPECIALLY SINCE IT'S THE THIRD TIME I'VE SEEN IT...
THIS IS AN OUTSTANDING ESSAY, ROGER! THE AUTHOR GETS AN 'A'! YOU GET AN 'F'!

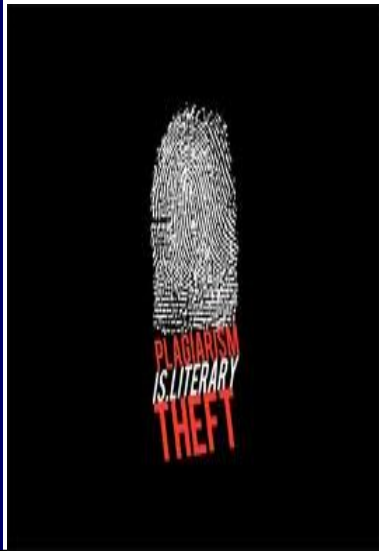
A Guide to Research Scholars

RESEARCH Referencing …

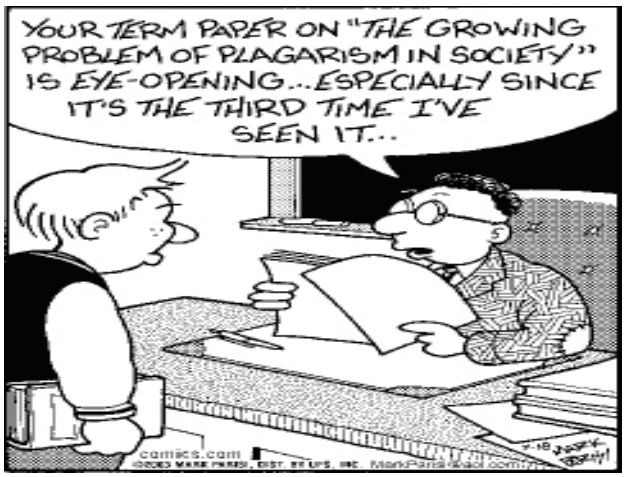
Chapter 12

CASE STUDIES:

Plagiarism



MY TEACHER GAVE ME AN 'F' ON MY REPORT. SHE ACCUSED ME OF PLAGIARIZING OFF THE INTERNET!
THAT'S OUTRAGEOUS! I'LL GET HER FIRED! I STOLE THAT REPORT YEARS AGO FROM NATIONAL GEOGRAPHIC MAGAZINE AND GOT AN 'A' ON IT!
www.cagle.com
LARRY WRIGHT


YOUR TERM PAPER ON "THE GROWING PROBLEM OF PLAGARISM IN SOCIETY" IS EYE-OPENING...ESPECIALLY SINCE IT'S THE THIRD TIME I'VE SEEN IT...
comics.com

PLAGIARISM : CASE STUDIES

In the following illustrative and fascinating cases, one would learn to identify which samples display academic integrity, which do not, and why.

[**The following cases are excerpted from York University,**

YORK UNIVERSITÉ UNIVERSITY

http://www.yorku.ca/tutorial/academic_integrity/caseintro.html on 21 Sep 2014].

Case Study 1: Modern Retail Trends

The Original Material:

During the 1990s, Canada began a major transformation from a predominantly young to a predominantly middle-aged society. For that reason, retailing in Canada entered a new era of quality and service. In the years to come, stores that compete on the basis of quality and service will have a much better chance of success than stores that compete solely on the basis of price.

Source: Foot, David K., with Daniel Stoffman. *Boom, Bust & Echo 2000: Profiting from the Demographic Shift in the New Millennium*. Toronto: MacFarlane Walter & Ross, 1998. 109-110.

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Sample by Scholar 1:

Over the past decade, Canada has started to change dramatically from a mainly young society to one that's middle-aged. As a result, Canadian retail has entered a new age of quality and service. In the years to come, stores that compete on the basis of quality and service will fare better than those based on lower prices.

Question? >Does this writing sample display academic integrity?

No.

This example is a poor attempt at using Professor Foot's original passage without acknowledgement. In it, several words and phrases are *substituted* by others—however, much of the *original phrasing and organization* remains the same, as shown below. As it stands, the text appears to represent the writer's ideas rather than those of Professor Foot's and therefore is plagiarism.

Substitutions are shown in {within curly brackets}. Original phrases are shown in [within square brackets]. Note that there is no citation at the end.

{Over the past decade}, Canada {has started to change dramatically} [from a] {mainly} young society to one that's middle-aged.{As a result,} Canadian retail has [entered a new] {age} [of quality and service. In the years to come, stores that compete on the basis of quality and service will] {fare better than} those based on lower prices.

Also, there is no citation!

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Sample by Scholar 2:

In his book, *Boom, Bust & Echo 2000* (1998), David Foot observes that Canadian society is changing dramatically from a mainly young society to one that's middle-aged. He predicts that this shift will alter the nature of retail as consumers are becoming more interested in dealing with stores that offer quality products and service rather than those offering lower prices (109-110).

Question? > Does this writing sample display academic integrity?

Correct! The answer is *Yes.*

In this example it is clear that the main idea and line of reasoning came from Professor Foot's research, and not the writer's. The passage begins with a *signal phrase* to indicate that someone else's idea is being used, and ends with a *citation* so that the reader can easily locate the original source of the information. In addition, the full reference of the source will be included in the bibliography.

The signal phrase is shown in { within curly brackets }. The citation is shown in (within parentheses).

{In his book, *Boom, Bust & Echo 2000* (1998), David Foot observes} that Canadian society is changing dramatically from a mainly young society to one that's middle-aged. He predicts that this shift will alter the nature of retail as consumers are becoming more interested in dealing with stores that offer quality products and service rather than those offering lower prices (109-110).

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Sample by Scholar 3:

Experts have been forecasting shifts in the Canadian retail market for some time now. David K. Foot, for example, predicted in 1998 that at the beginning of the new millennium bargain basement retailers are going to have a tougher time competing for their market share than those that offer quality products. In his book, *Boom, Bust and Echo*,
~~~~~~~~~~~~

Professor Foot attributes this shift to the fact that Canada is changing to a "predominantly middle-aged society where the majority of consumers will favour quality and service over price" (109-110).

Question? > Does this writing sample display academic integrity?

Correct! The answer is *Yes.*

In this example, Professor Foot's ideas are used to illustrate a larger theme. The *author* and the *source of the information* are provided as a context for the idea being discussed, and the reader can easily locate the original material. *Quotation* marks are used around "predominantly middle-aged society, where the majority of consumers will favour quality and service over price" a phrase drawn directly from the original text. In this example, as in the one above, the full citation will be included in the reference page at the end of the paper.

References to the author are shown here in {within curly brackets}. The source of the information is shown in [within square brackets], and in the citation in parentheses at the end. Note the direct quotation shown in "inside quotation marks."

Experts have been forecasting shifts in the Canadian retail market for some time now. {David K. Foot, for example, predicted in 1998} that at the beginning of the new millennium bargain basement retailers are going to have a tougher time competing for their market share than those that offer quality products. {In his book,} *[Boom, Bust and Echo,]* {Professor Foot} attributes this shift to the fact that Canada is changing to a **"**predominantly middle-aged society, where the majority of consumers will favour quality and service over price.**"** (109-110).

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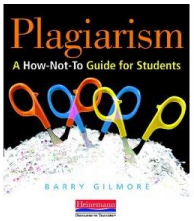

Case Study 2: Characterization in the Films of Billy Wilder

The Original Material:

> Most of [Wilder's] characters are obsessive personalities. Indeed, some are pushed to the edge of caricature, and a few are almost gargoylelike in their grotesqueness. For example, *Sunset Boulevard* centers on a former silent movie queen (Gloria Swanson) whose career was destroyed by the advent of sound. She is so steeped in vanity and self-delusion that she scarcely deigns to acknowledge the world Since Then—the talkie revolution. When the protagonist (William Holden) stumbles accidentally into her private world, he suddenly realizes who she is. "You're Norma Desmond. You used to be big," he grudgingly admits. "I *am* big," she hisses, "it's the pictures that got small." Though such characters are individualized to an indelible degree, they can also be viewed as personifications of such vices as pride, hypocrisy, and lust.

Source: Giannetti, Louis. *Masters of the American Cinema*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981. 324-325.

[Note that some of the information in this passage can be taken as "common knowledge". For example, that Gloria Swanson played the character of Norma Desmond in the movie *Sunset Boulevard*, directed by Billy Wilder, is common knowledge. Simply viewing the movie will tell you this fact, so it would not be necessary to cite Giannetti if that were the only information you were using.

However, the passage also includes Giannetti's ***interpretation*** of the character of Norma Desmond, which he uses as a specific illustration of his ***theory*** about characterization in Wilder's movies. If you incorporate any ideas that belong to Giannetti, you must cite the specific source.]

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Sample by Scholar 1:

Many of Billy Wilder's characters can be seen as personifications of their own vices. In *Sunset Boulevard*, former silent movie star Norma Desmond (played by Gloria Swanson) lives in self-delusion, hardly condescending to acknowledge the outside world since the talking picture revolution that ended her career. While she remains a strongly-defined individual, her obsession and vanity ("I *am* big," she says, "it's the pictures that got small") push her characterization to the edge of grotesque caricature.

Question? > Does this writing sample display academic integrity?

Incorrect! The answer is *No.*

The passage, while re-written, contains significant elements of Giannetti's interpretation of the character of Norma Desmond, as well as the larger theory about Billy Wilder's characters that it illustrates. There are no citations to acknowledge the original source.

Without citation, this sample appears to represent the student's own original thinking. Yet, on close examination, we find that there is no original thought in this passage at all! Everything belongs to Giannetti.

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Sample by Scholar 2:

Louis Giannetti (1981) suggests that many of Billy Wilder's characters represent personification of such vices as pride, hypocrisy, and lust. Norma Desmond, the reclusive former silent movie queen of *Sunset Boulevard*, is so steeped in vanity and self-delusion that she is "almost gargoylelike in [her] grotesqueness" (324). Nevertheless (as Giannetti briefly suggests), she remains a strongly individualized character. This can be seen in her vulnerability and developing attachment to the protagonist. She is not merely a caricature but a victim of her own vices, and we feel pity for her reclusive situation and fragile mental state.

Question? > Does this writing sample display academic integrity
~~~~~~~~~~~~

Correct! The answer is *Yes.*

Ideas that are taken from the original passage are clearly noted with in-text citations in parentheses as well as with the signal phrases "Louis Giannetti suggests…" and "as Giannetti briefly suggests". A direct quotation and specific page reference is used for the unusual phrase "almost gargoylelike in [her] grotesqueness". ("Her" is in square brackets here because the writer changed this one word to suit her purpose.) A full reference will appear in the bibliography to allow the reader to locate the original source.

Louis Giannetti (1981) suggests that many of Billy Wilder's characters represent personification of such vices as pride, hypocrisy, and lust. Norma Desmond, the reclusive former silent movie queen of *Sunset Boulevard*, is so steeped in vanity and self-delusion that she is "almost gargoylelike in [her] grotesqueness" (324). Nevertheless (as Giannetti briefly suggests), she remains a strongly individualized character. {This can be seen in her vulnerability and developing attachment to the protagonist. She is not merely a caricature but a victim of her own vices, and we feel pity for her reclusive situation and fragile mental state.}

Furthermore, the writer has not only used Giannetti's ideas, but has extended them with *her own interpretation* by building on Giannetti's brief reference to character individualization. The student's own interpretation is shown here in {within curly brackets}.

[Some students are anxious about using too many sources: "but then *everything* would be in quotations!" Good students do not merely cite and acknowledge ideas from other sources, but work to develop the skills of analyzing and integrating these ideas into their own argument or interpretation. Here's a good, simple strategy: whenever you use a source, add your own comments about how and why this passage relates to your essay question. This way, you will always show your own thinking, not merely repeat others.]

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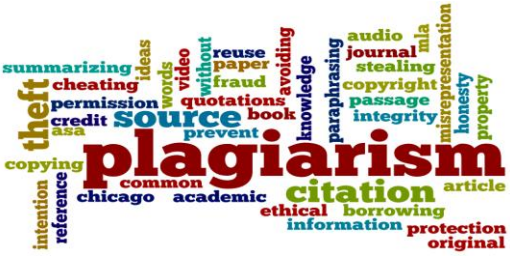
An Overview

These cited samples offered the following:

- Discussed the concept of 'academic integrity' and identified five different kinds of academic dishonesty.
- Identified the key points of York's Senate Policy on Academic Honesty and the procedures and penalties associated with violating York's Policy.
- Differentiated between what is acceptable use of another's ideas/words and what is plagiarism.
- Identified several reasons why it is essential to document/reference sources of information/ideas.
- Recognized three strategies you can use to incorporate another person's ideas/words into your own work.
- Identified the elements that are required for a complete reference to a source of information and be familiar with referencing styles.
- Identified the usefulness of tools such as RefWorks and where you can get help at York from an expert if you have questions about whether you are using or referencing material appropriately.
- Underlined the importance of seeking help if you have questions regarding any issue associated wiht academic integrity.



Some Resources on Plagiarism:

[A] Here are some sources which give some tips and clues to prevent Plagiarism:

[01] **"Thinking and Talking about Plagiarism."**
[**http://bedfordstmartins.com/technotes/techtiparchive/ttip102401.htm**]

A Bedford/St. Martin's teaching tip with excellent information on talking to students about plagiarism and individual policies on plagiarism.

[2] **"Preventing Academic Dishonesty,"**
[**http://teaching.berkeley.edu/bgd/prevent.html**]

Adapted from Barbara Gross Davis, *Tools for Teaching*. This provides good strategies for preventing plagiarism of all sorts, including papers and blue book exams.

[3] **"Anti-Plagiarism Strategies for Research Papers,"**
[**http://www.virtualsalt.com/antiplag.htm**]

By Robert Harris. This site provides good all-around advice for preventing and detecting plagiarism

All of these sites stress plagiarism detection. Although some deal with detecting plagiarism, few go into detail about two of the most useful plagiarism detection services.

[B] Here are some web-sources which give detection services:

[a] **plagiserve.com** [**http://www.plagiserve.com/**]
This is free plagiarism detection service. Instructors register and receive an instructor code. Then instructors can paste student papers into a text

box and within twelve hours (advertised turnaround time; the actual turnaround time can be much longer) plagiarism.org sends an email message and posts a report. The service searches the Web, including cheat and personal sites, and it also searches its own database of papers. The service stores a copy of the paper in a database for future searches; this helps to detect students who submit papers that have been previously submitted. It does not distribute entries in the database.

[b] **turnitin.com** [http://www.turnitin.com/]
This is a pay service very similar to plagiserve.org. Instructors get an instructor ID, and they can submit electronic copies of papers. Then the service generates a report. It searches the Web, including cheat sites. Like plagiserve.org, the service stores papers in a database and searches its database, but it does not distribute database entries. One feature that this site offers is that students can submit papers directly to the service, having the report automatically sent to the instructor. This is a useful feature, for instructors can require students to submit papers to the site as a requirement of the course, and it saves the instructor the time of having to submit them him/herself.

[c] **Plagiserve.com** [www.plagiserve.com/]
It is a good option for individual instructors. It is free, and is especially useful for instructors who suspect plagiarism and want to find a source. It povides a detailed report with two windows, one with the student text, complete with hyperlinks to the bottom window, which provides the submitted text and the text from the online source.

[d] **Turnitin.com** [http://turnitin.com/]
It advertises itself as a complete plagiarism prevention and detection service. Individual, departmental, and institutional licenses are available, and it also advertises a peer review service to help students evaluate each other's work. The report differs slightly from plagiserve.org, but provides most of the same information. This one's especially good if you want everyone to submit reports prior to submitting essays.

Strategies for Detection

There are some tell-tale signs that a paper has been plagiarized. These include:

- mixed citation styles
- no references or quotations
- missing references
- bibliography entries that have not been cited
- strange formatting
- anachronisms
- datedness
- sharp shifts in style

Run essays that display any of these features through one of the plagiarism detection services listed above.

Some more resources on Plagiarism:

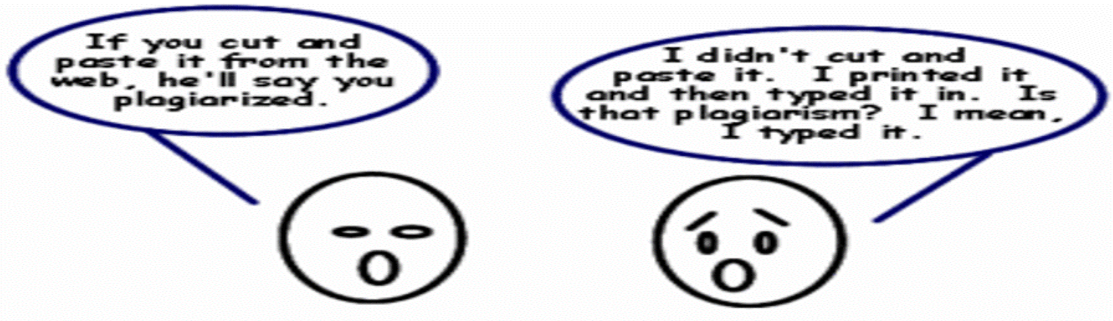
[A] Fast Facts and Stats on Cheating and Plagiarism

- Turnitin.com - http://www.turnitin.com/static/products_services/latest_facts.html
- Plagiarism.org - http://www.plagiarism.org/
- Educational Testing Service Fact Sheet - http://www.glass-castle.com/clients/www-nocheating-org/adcouncil/research/cheatingfactsheet.html
- Educational Testing Service Cheating Background (READ THIS! Research detailing Kindergarten through Higher Education students) - http://www.glass-castle.com/clients/www-nocheating-org/adcouncil/research/cheatingbackgrounder.htm

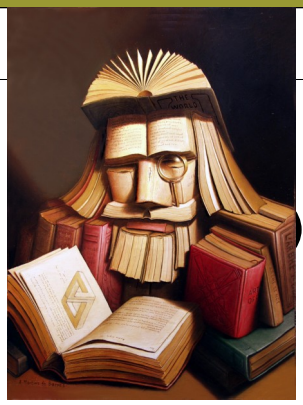
[B] Web Links For More Information…

- Great resource for students on plagiarism, including writing smart and academically honest papers http://www.aresearchguide.com/
- Practical tips for Students on how to prevent plagiarism http://www.turnitin.com/research_site/e_home.html

- Excellent information for Faculty on why students cheat and plagiarize and how to incorporate plagiarism education into their courses
  http://www.turnitin.com/research_site/e_home.html
- The Center for Academic Integrity
  >http://www.academicintegrity.org/
- Academic integrity tutorial - What is cheating? What is plagiarism?
  Take a fun online quiz and test yourself on whether or not you can spot plagiarism (in the "Case Studies" section in this link).
  >http://www.yorku.ca/tutorial/academic_integrity/index.html
- Academic integrity quiz
  Real life scenarios that can give you an insight on what cheating and plagiarism actually is and isn't.
  >http://www.usc.edu/student-affairs/student-conduct/aiquiz.html
- Cases related to academic integrity inspired by actual occurrences with college students
  >http://www.ncsu.edu/stud_affairs/osc/AIpage/case.html
- AWESOME resource! This site includes interesting info. you might not hear about in the news! Worth checking out.
  >http://tass-plagiarism.blogspot.com/
- Texas Tech Operating Procedures - Student Grade Appeals
  http://www.depts.ttu.edu/opmanual/OP34.03.pdf
- The Institute for Global Ethics
  http://www.globalethics.org/


If you cut and paste it from the web, he'll say you plagiarized.
I didn't cut and paste it. I printed it and then typed it in. Is that plagiarism? I mean, I typed it.

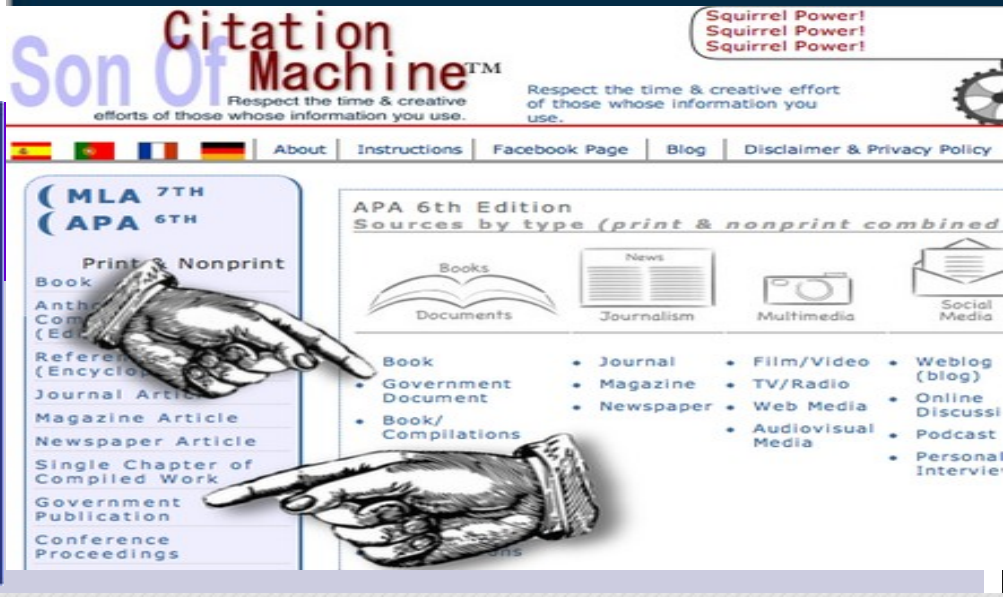
A Guide to Research Scholars

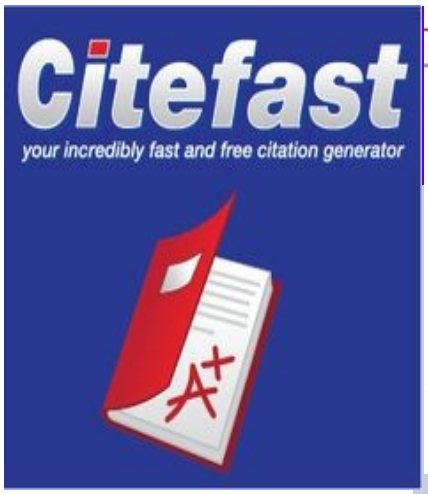


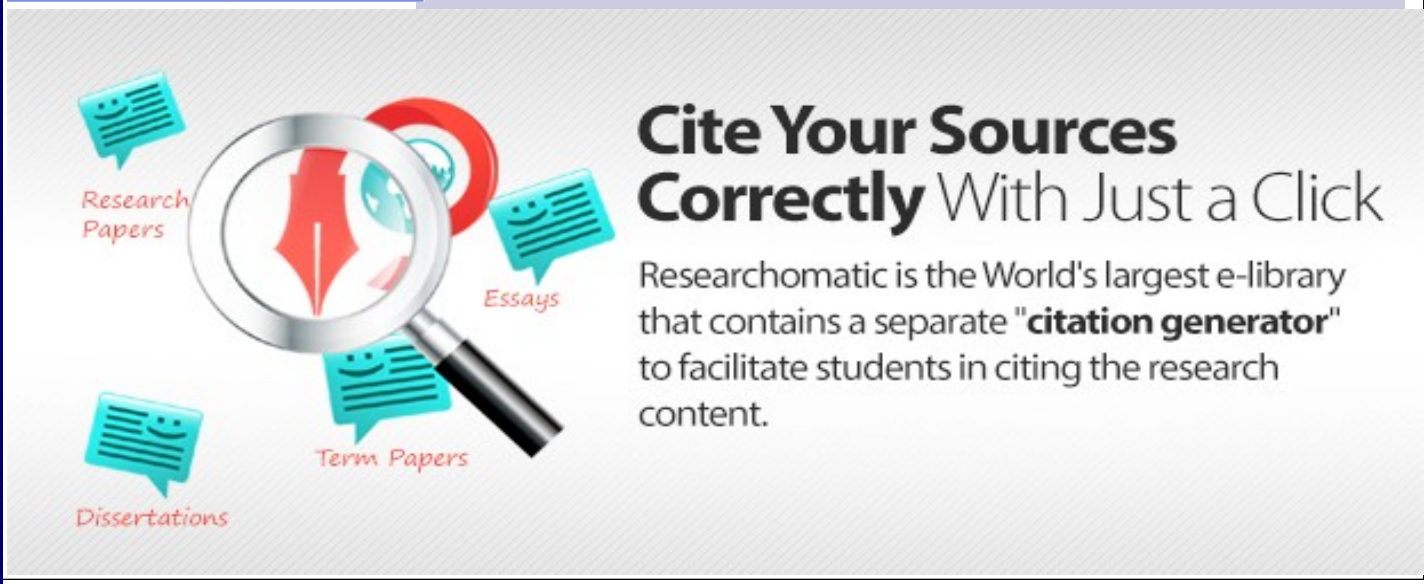
RESEAERCH Referencing …

Chapter 13

CITATION Generator






Research Papers
Essays
Term Papers
Dissertations
Cite Your Sources Correctly With Just a Click
Researchomatic is the World's largest e-library that contains a separate "citation generator" to facilitate students in citing the research content.

Citation Generators

Historically, composition instructors have been slow to integrate the use of the Internet in their courses (Selfe, 1999)[1]. Increasingly, however, online citation "engines" or "builders" for APA, MLA, Chicago, and Turabian formats are being used by scholars. In fact, their use is often encouraged by educational institutions throughout the world. Thus, it is imperative for supervisors and faculty members to consider the validity and usefulness of such sites in traditional and online classrooms, if they have not already done so. Discussing and employing citation programs within classroom contexts recognizes the value of the online environment, a domain with which younger scholars are comfortable.

It is a possible problem with such inline web sites that scholars will be less able to understand others' citations (a necessary component of effective research) because a computer program presented elements of an entry in the appropriate place. However, citation builders can provide a different framework for a discussion of more traditional, text-based resources. In this way, the computer technology offered by the citation programs can assist in providing "fertile sites for the creation and cultivation of knowledge within classrooms" (Hawisher and Selfe, 1991, p. 2)[2].

Finally, it is important to note that all of the sites reviewed have some type of disclaimer, in general, such as: "There are many nuances to how citations are formed, and this software may not pick up all of the

circumstances that influence a citation's proper format. Because of the myriad of characteristics in information sources, Neither David Warlick, nor The Landmark Project, can fully guarantee the accuracy of citations generated by this tool" (Warlick, 2006)[3]. However, each site also offers information for hard-copy resources or links to electronic resources.

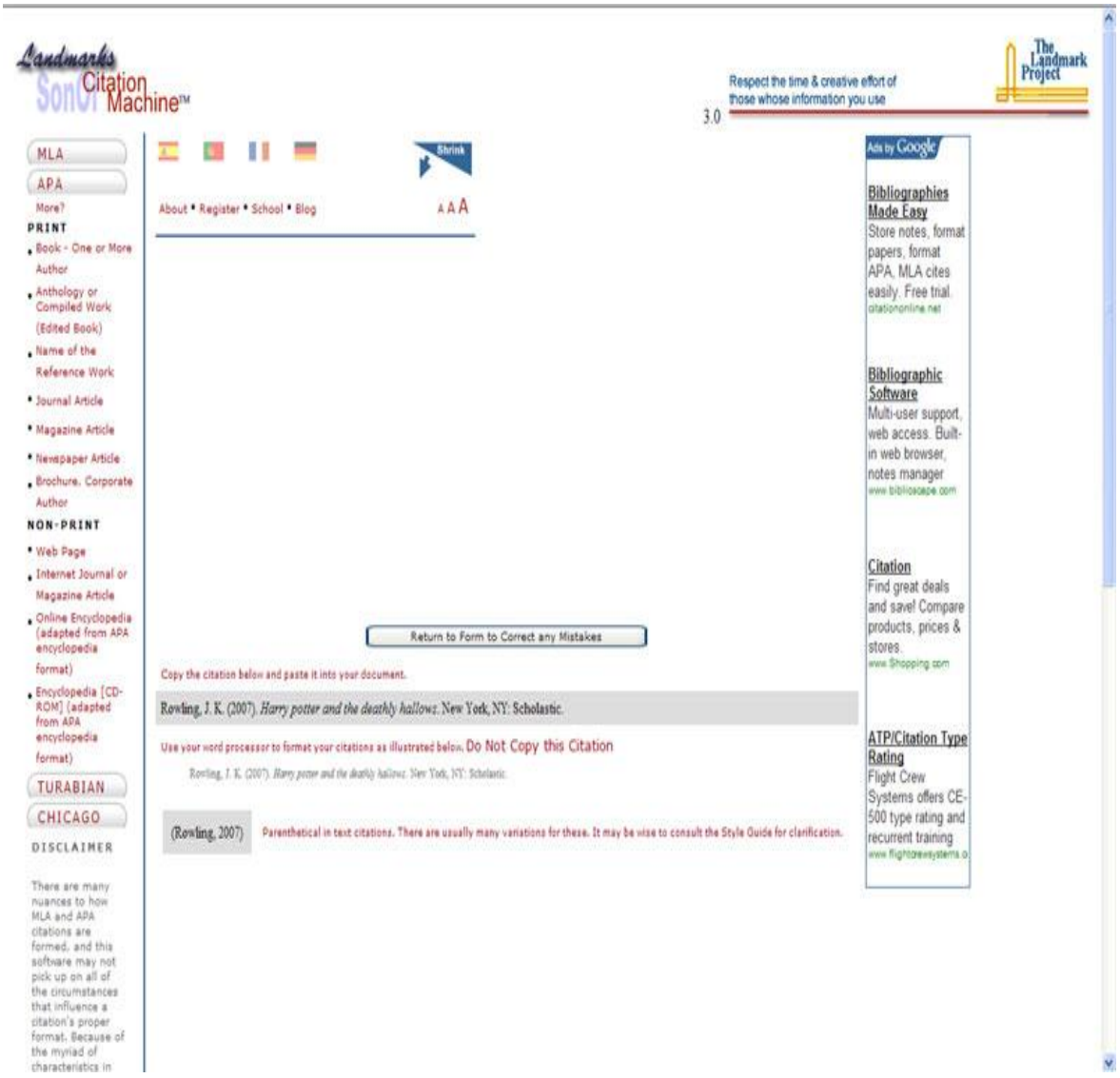
Some Online Citation Machines

The following is a brief discussion about some, important and most often used, online citation generators. The following is only an indication to the scholars as to the comprehensive nature and other salient features available in these citation generators. Scholars are strongly recommended to visit these sites and learn, appreciate and enjoy the usefulness of their features and then decide to which site is mostly useful to them.

[A] Son of Citation Machine
[http://www.citationmachine.net/]

Son of Citation Machine has existed since 2000, and according to the site, underwent "major revisions" in 2004 and 2006. This program is quite simple and straightforward: a user clicks on the preferred citation style and type of source, fills in the appropriate form, and clicks on a button to have the program place the information in the appropriate format. Citation Builder and KnightCite present similar features. Son of Citation Machine differs from the other two programs, however, in that a user clicks on a citation style before being presented with a list of sources; this feature would seemingly be useful for writers who do not wish to be concerned with (or confused by) formats for other citation styles.

One useful aspect of Son of Citation Machine is the fact that it presents in-text citation in addition to a terminal entry, as shown in the following example:


Landmarks
Citation Machine™
Respect the time & creative effort of those whose information you use
The Landmark Project
3.0
MLA
APA
More?
PRINT
Book - One or More Author
Anthology or Compiled Work (Edited Book)
Name of the Reference Work
Journal Article
Magazine Article
Newspaper Article
Brochure, Corporate Author
NON-PRINT
Web Page
Internet Journal or Magazine Article
Online Encyclopedia (adapted from APA encyclopedia format)
Encyclopedia [CD-ROM] (adapted from APA encyclopedia format)
TURABIAN
CHICAGO
DISCLAIMER
There are many nuances to how MLA and APA citations are formed, and this software may not pick up on all of the circumstances that influence a citation's proper format. Because of the myriad of characteristics in
Shrink
About • Register • School • Blog
AAA
Return to Form to Correct any Mistakes
Copy the citation below and paste it into your document.
Rowling, J. K. (2007). Harry potter and the deathly hallows. New York, NY: Scholastic.
Use your word processor to format your citations as illustrated below. Do Not Copy this Citation
(Rowling, 2007)
Parenthetical in text citations. There are usually many variations for these. It may be wise to consult the Style Guide for clarification.
Ads by Google
Bibliographies Made Easy
Store notes, format papers, format APA, MLA cites easily. Free trial.
citationonline.net
Bibliographic Software
Multi-user support, web access. Built-in web browser, notes manager
www.bibliosape.com
Citation
Find great deals and save! Compare products, prices & stores.
www.Shopping.com
ATP/Citation Type Rating
Flight Crew Systems offers CE-500 type rating and recurrent training

[B] Citation Builder
[http://www.citationbuilder.com/]

This site, Citation Builder, does not offer in-text citation for a given source; but, it does present terminal citations for the three primary formats—APA, MLA, and Chicago—at once:

CITATION BUILDER

Scholarly Journal Citations

MLA Style:

Oliver, Chadwick D. "Forest Development in North America Following Major Disturbances."
Forest Ecology and Management 3 (1981): 153-168.

APA Style:

Oliver, C. D. (1981). Forest development in North America following major disturbances.
Forest Ecology and Management, 3, 153-168.

CBE/CSE Style (Name-Year System):

Oliver CD. 1981. Forest development in North America following major disturbances.
Forest Ecology and Management 3:153-68.

Modify This Citation Start Over

[C] KnightCite
[http://www.calvin.edu/library/knightcite/]

This, KnightCite, also does not offer in-text citation. However, this citation tool is much more extensive by offering reference to detailing multimedia sources, as offered below. In this way, KnightCite recognizes the popularity and applicability of such sources in today's electronic environment.

[D] Citefast
[http://www.citefast.com/]

Citefast is a free service that allows scholars and professionals to properly create, organize and manage citations. It contains some of most useful features such as [a] automatic lookup of journals books and webpages, [b] easy cut and paste and export to MS word, [c] ability to change at any

time from APA to MLA or Chicago, [d] citations could be stored for a limited period of 4 days, etc.,

[E] Researhomatic
[http://www.researchomatic.com/]

It contains an easy-to-use Citation Generator that accurately cites all types of research work in various formats such as APA, MLA, Harvard & Standard etc.

After entering all the details relating to web site, book, article, magazine, journal, newspaper, etc in the respective boxes, one has to select the appropriate style and the press the button "GET CITATION".

[F] EasyBib
[http://www.easybib.com/]

With EasyBib one can quickly generate citations in MLA, APA, Chicago and 6 other citation styles. The process is simple and highly user-friendly and, in fact it makes the process of designing a bibliography more easy. There is a provision to register for a trial period of 2 days and then, if necessary one could subscribe the facilities for the desired period.

A word of caution: ***Though these sites serve as useful complements to, rather than replacements for, traditional citation resources; they should be used by both scholars as well as the research supervisors only in this way.***

A Typical Illustrative Demo in using the Son of Citation Machine for APA Style:

01. Son of Citation Machine

Son of Citation Machine is a referencing tool available free on the Internet. Open and save to your favourites. Follow the simple steps below for clear accurate referencing.

02. Visit the following website:

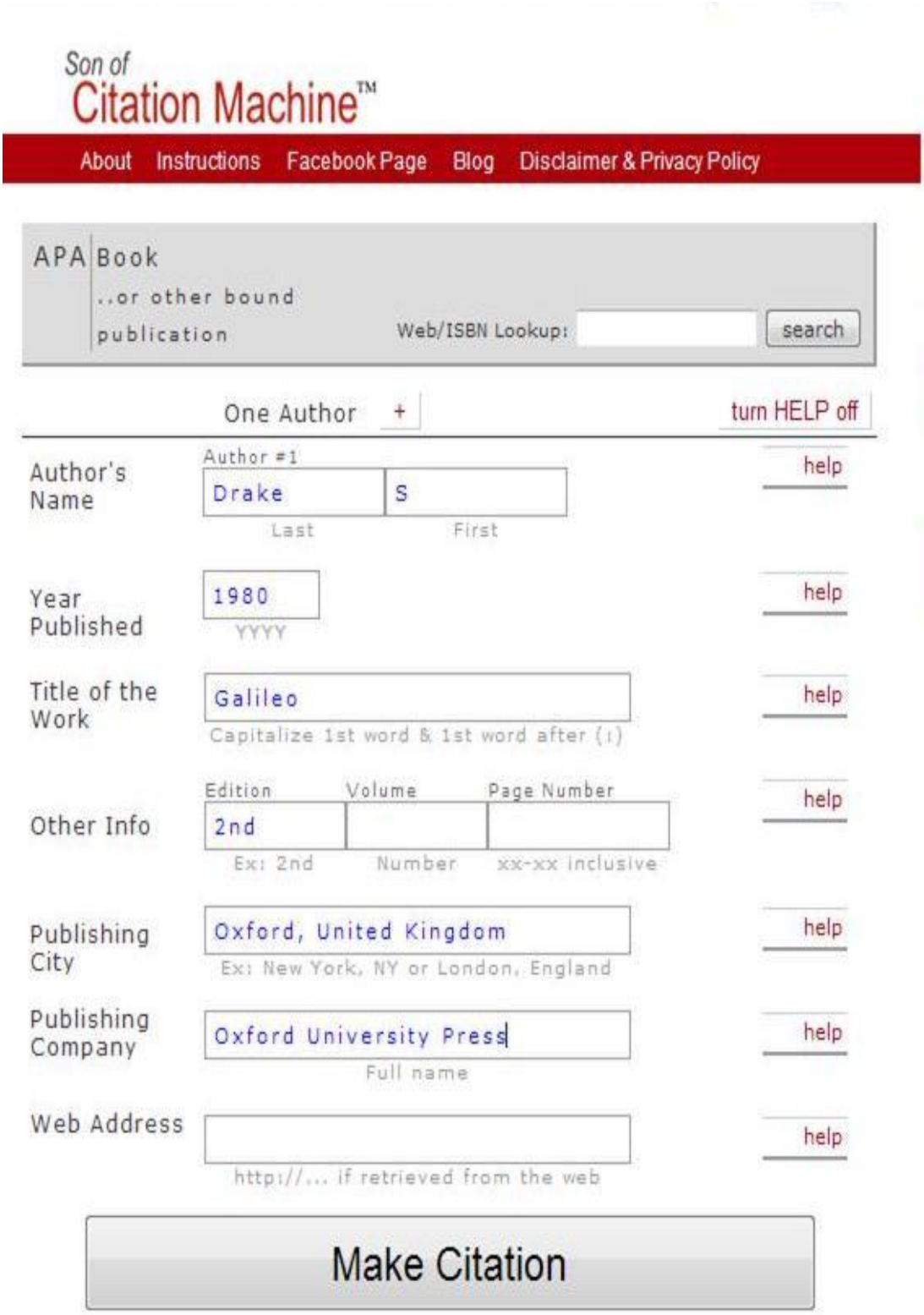
http://citationmachine.net

03. Select APA 6th Ed Referencing

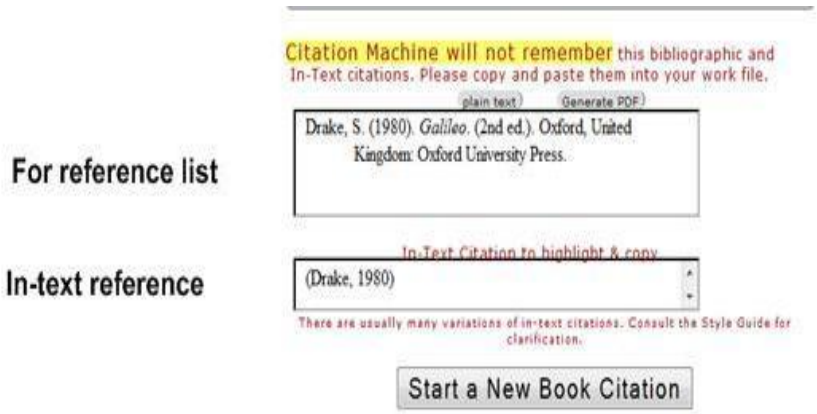
Son of Citation Machine
citationmachine.net/
Provides an interactive tool to help create reference citations for research papers.
Click here
APA 6th Ed
Journal Article - Citation Machine - Web Page - Book - ...
Chicago
Book - Newspaper Article - Audio/Video - ...
MLA 7th Ed
Citation Machine - Web Document - Online Journal Article - ...
Web Page
"Web Page" is not described in the Sixth Edition of the Publication ...
Son of Citation
MLA 7th Ed - Web Document - Encyclopedia or other - ...
Web Document
MLA, Web Document Nontraditionally Published and ...
More results from citationmachine.net »

04. Select the media you want to reference

05. Enter details



06. Make Citation


Citation Machine will not remember this bibliographic and In-Text citations. Please copy and paste them into your work file.
plain text
Generate PDF
Drake, S. (1980). Galileo. (2nd ed.). Oxford, United Kingdom: Oxford University Press.
For reference list
In-Text Citation to highlight & copy
(Drake, 1980)
In-text reference
There are usually many variations of in-text citations. Consult the Style Guide for clarification.
Start a New Book Citation

07. Cut and Paste into a word document

Identify a word document to which this citation belongs to; cut and paste the above and then transfer it to your paper/article/thesis.

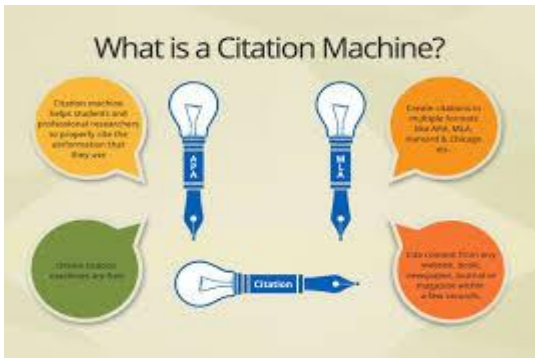
~~~~~~~~~~~~~

References:

1. Hawisher, G. , & Selfe, C. (1991). *Evolving perspectives on computers and composition studies: Questions for the 1990s.* Urbana: NCTE.

2. Selfe, C. L. (1999).Technology and literacy: A story about the perils of not paying attention. *College Composition and Communication. 50.3*, 411-436.

3. Warlick, D. (2006). Son of citation machine. Retrieved May 5, 2008, Web site: http://citationmachine.net.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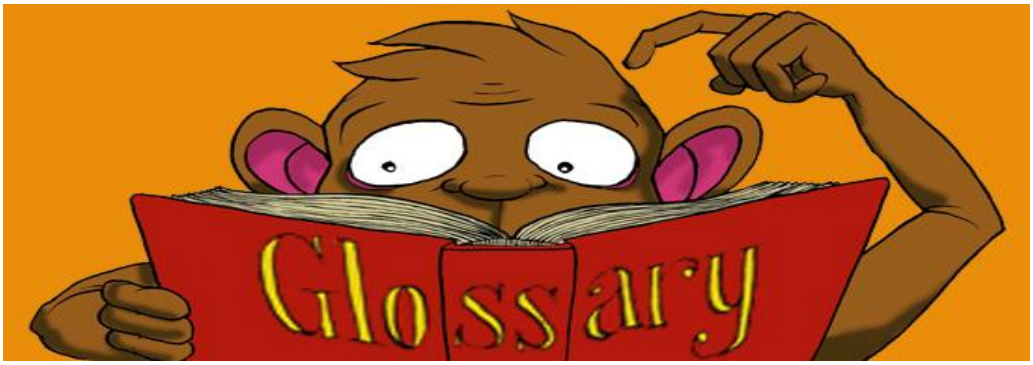
RESEAERCH Referencing …

A Guide to Research Scholars

Just checking off all the entries in our new glossary. Once we get this online our users can stop complaining that they don't understand us.

Appendix I

Glossary



Terms & Phrases used in Referencing

APA

This is short for American Psychological Association, and refers to one of the three systems or styles, for producing bibliographic references used in the University. This style is used by the APA, who produces a manual that is available in the library. There are printed guides available and online versions of these on the University Library website. This style was formerly referred to in the University as Harvard APA.

Athens account

You may hear lecturers and others referring to Athens accounts. We no longer use them, but the name lingers on. An Athens personal account was a username/password combination that was used to control access to many (but not all) databases and electronic journals. Usually you only needed your Athens account if you wanted to access products from outside the university, but some databases asked you for it even for access from university computers. Like many other universities, Portsmouth has moved to an authentication system called Shibboleth, which allows you to use your network username and password (the ones given you to access university computers), rather than issuing a separate

one solely for electronic resources (also sometimes referred to as an institution login).

Bibliographic reference

A bibliographic reference describes the information needed to identify and retrieve a publication. This would include items like author, title, publisher, place of publication, journal title, volume and part number. A bibliography/reference list can be said to be made up of bibliographic references. There are various different styles or systems for producing bibliographic references and your department will require you to use one of these when you write assignments. The main styles used in this University are called APA, OSCOLA and Vancouver.

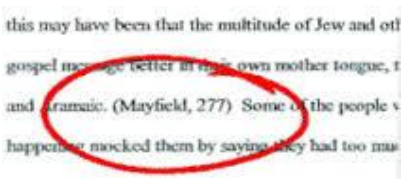
Bibliography/reference list

In ordinary speech, a list of bibliographic references to works which can comprise books, book chapters, journals and articles on a particular subject as well as web sites, images and other media. You will often find a bibliography at the end of a book or journal article. However, APA distinguishes between reference lists and bibliographies in the following way:

- Reference lists provide the information necessary to identify each source used in the piece of work, but only those sources.
- Bibliographies cite works for background or further reading, which may include descriptive notes (an annotated bibliography).
- Articles written to APA standards are required to have reference lists, not bibliographies.

Citation/in-text reference

A reference to a specific piece of work which you may have paraphrased or quoted in an assignment, giving credit to the


this may have been that the multitude of Jew and otl
gospel me[illegible] better in [illegible] own mother tongue, t
and [illegible]ramaic. (Mayfield, 277) Some [illegible] the people v
happening mocked them by saying they had too mu

original author. Citations are brief identifying details written into the text of your assignment, and link to the full details of the work used which are found in the bibliography/reference list.

Citing
The process of referencing and acknowledging material, produced by other authors, which you have used as a source of information.

Classification scheme
The system by which books are arranged in libraries, usually made up of a mixture of numbers and/or letters. This University Library uses Dewey Decimal Classification.

Classmark
The numbers (and/or) letters by which books are shelved in libraries. Classmarks represent the subjects of books, and are a way of putting related subjects near to each other on library shelves. The University Library catalogue of books calls this a shelfmark.

Corporate author
An organization (e.g. a business, government agency, institution) considered to be the author of a work.

DOI

A DOI (Digital Object Identifier) is a unique alphanumeric string assigned by a registration agency to identify content and provide a persistent link to its location on the internet. All DOI numbers

begin with 10 and contain a prefix and suffix separated by a slash. The DOI is typically located on the first page of an electronic journal article. If there is no DOI, provide a stable URL (webpage address). To check if a link to a URL is stable, paste the link into the address bar of an Internet browser to make sure that works. If there is no stable URL for a journal or newspaper article, give the URL of the journal or database homepage instead.

E-book

The electronic version of a book that you can download to your computer, and read using a software program or a dedicated e-book device. You can often search the contents of e-books for keywords. Usually you will need to enter a username and password before you can do this, and that username/password combination is often your university username and password which uses the Shibboleth authentication system.

Edition

The whole number of copies of a book made from the same type setting. This means that all copies of an edition are the same. If minor changes and corrections are made in later printings this is called an impression. If more than minor changes are made then a new edition is published (the second or subsequent edition). It is important to make sure you reference the correct edition in your work; there is no need to specify a first edition, but any later ones need to be indicated. See also reprint.

Editor

A person who prepares a book for publication, usually a book with sections written by different authors. An editor may

write some of the book (such as an introduction), but is not called the author because a number of people have been involved in writing.

Electronic journal or e-journal

The Library doesn't just buy journals in printed form to support your studies. It also has subscriptions or access to several thousand e-journals, where the articles from a printed version have been digitised and loaded online on the Internet (note: a few journals only appear electronically). E-journals often have the advantage that they can be viewed and printed off-campus. Usually you will need to enter a username and password before you can do this, and that username/password combination is often your university username and password, which uses the Shibboleth authentication system.

Endnotes

In Chicago Manual of Style (documentary-note / humanities style), notes giving complete bibliographical information about each work cited; endnotes are gathered together at the end of a paper and are numbered following the numbering you use in the text.

Et al

An abbreviation for the Latin *et alia* "and the others". Used in references where there are many authors to save having to include them all. There are rules about when this can be used in APA.

Footnotes

Chicago Manual of Style (documentary-note / humanities

The three little pigs built their houses out of straw,[1] sticks[2] and bricks.[3]

[1] not to be confused with hay
[2] or lumber according to some sources
[3] probably fired clay bricks

style), notes giving page-specific bibliographic information about each work cited; they are located at the bottom of the page on which the references to them appear.

Ibid

An abbreviation for the Latin *ibidem* "in the same place". Used in references and citations to refer to the last work cited, saving re-typing the author and title. You will usually find this in footnotes. Ibid is *not* used for APA at this University.

Imprint

Usually found at the foot of the title page in a book, giving place, date, and publication information.

In-text Citation

A brief mention in the text of your paper (usually at the end of a sentence) that leads the reader to the complete information about that reference. When using numbered footnotes or endnotes, as in Chicago Manual of Style (documentary-note / humanities style), this in-text citation is called a "note reference number."

Issue (of a journal)

See Part number (of a journal).

Journal

A periodical publication which consists of a number of articles written about a particular subject area. The emphasis is on communicating up-to-date-ideas and research to others within the field.

Monograph
A non-serial work, complete in one part or set, usually on a narrowly defined single topic, e.g. a book or pamphlet (as opposed to a periodical).

Note Reference Number
In Chicago Manual of Style (documentary-note / humanities style), the superior numeral ([1]) used for note reference in the text. They should follow any punctuation marks except the dash, which they precede. The numbers should also be placed outside closing parentheses.

Op cit
An abbreviation for the Latin *opere citato* "in the work cited". Used in references and citations to refer to a previous work cited, saving re-typing the author and title. You will usually find this in footnotes. Op cit is *not* used for APA at this University. See also ibid.

OSCOLA

OSCOLA stands for the Oxford University Standard for Citation of Legal Authorities and is the referencing system adopted by University of Portsmouth Law Department. It is one of three referencing systems or styles, in use at the University, the others being APA and Vancouver

Pagination
The numbering of pages in a document.

Paraphrase
To put something read or heard into ones own words. The author of the original idea or work may still need to be cited and referenced. See also quotation.

Parenthetical Reference
In MLA style, a reference in the text which points to a specified source in the "Works Cited" list. Consists of author and page number.

Part number (of a journal)
An individual part or issue of a journal. A number of parts or issues make up a volume.

Peer review
A process commonly used by academic journals to ensure quality control where an article is sent to a panel of experts for comment before being accepted (or rejected) for publication. Peer reviewers may recommend changes to an article to be made prior to publication.

Periodical
A publication which appears at regular intervals, e.g. a journal or a magazine.

Plagiarism
Presenting someone else's words, ideas, or images as your own, i.e. without referencing them.

Preprint
A version of a journal article that has been submitted to a journal, but not yet formally published, so may not have undergone peer review. Preprints are increasingly being found on the web. The term "in press" is used by APA for an article that has been submitted to a journal and accepted for publication, but has not been published.

Publisher

The company that publishes a book or journal. The place of publication and the publisher are given for book references but are not usually given for journal references, e.g.

Edinburgh : Churchill Livingstone
London : Routledge.

Quotation

Using the actual words from a document in your own work**.** Quotation is usually indicated by quotation marks (" ") and page number(s) are always given in your in-text citation. A small amount of quotation (a few words) can be included in your text, but a larger amount is usually put on a new line and slightly indented (in these cases quotation marks are not usually used). A reference describes the information needed to identify a source used in your work.

Reference also bibliographic reference.

Reference List

In APA Style and Chicago Manual of Style (author-date), the list of works cited at the end of an article, paper, or chapter. Called *Bibliography* in Chicago (documentary-note / humanities style) and *Works Cited* in MLA.

Reprint (of a book)

If all copies of an edition of a book are sold, then extra copies may be printed and this is called a reprint. A reprint may have a different cover but the text will be the same, so reprints need not be indicated in references.
See also impression.

Reprint Collection
A collection of photocopies of journal articles and chapters of books available for loan from the University Library.

Secondary citation
Citing a work that you have discovered in another work but where you haven't read the original. If you haven't read the original source, you do not give the details of the original in your reference list, you just list the item which you have actually read. The only place where you mention the original source is in your text itself where you write something like:

> It was found (Brown, 1967, cited by Smith, 1970, p. 27) that ...
> Brown (1967), cited by Smith (1970, p. 27), found that ...

In these two examples you list Smith in your reference list.

Shibboleth
An authentication system which allows you to use your network username and password (the ones given you to access university computers) to access remote electronic resources, rather than having to use a separate username/password for each different resource (also sometimes referred to as an institution login).

Source
Anything used to find information in order to produce a piece of work, usually books and journals but often web sites, images and other media.

Stable URL
URL (Uniform Resource Locator) is the technical term for a webpage address. URLs can change, for example if the material you are viewing is generated 'on-the-fly' using content management software. URLs from these sites may be only viewable at the time of retrieval. A stable URL, also

known as a 'permanent link' will not be generated 'on-the-fly' and is more likely to remain accessible. The Digital Object Identifier (DOI) standard is also used as a way to provide stable URLs. See also DOI.

Title page
The page at the beginning of a book which has full details of the title, author and publisher. The back of the title page also gives details of any editions, impressions, reprints and copyright date of the book. These details are needed for your bibliography/reference list. Note that sometimes the cover of a book differs from the title page – the title page is regarded as having the accurate details of that book.

Vancouver
One of the three systems or styles for producing bibliographic references used in the University. There are printed guides available and online versions of these on the University Library website.

Works Cited
In MLA Style, the list of works cited at the end of an article, paper or chapter. Called *Bibliography* in Chicago (documentary-note / humanities style) and *Reference List* in APA and Chicago (author-date).

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It is gratefully acknowledged that the following are used when producing this glossary:
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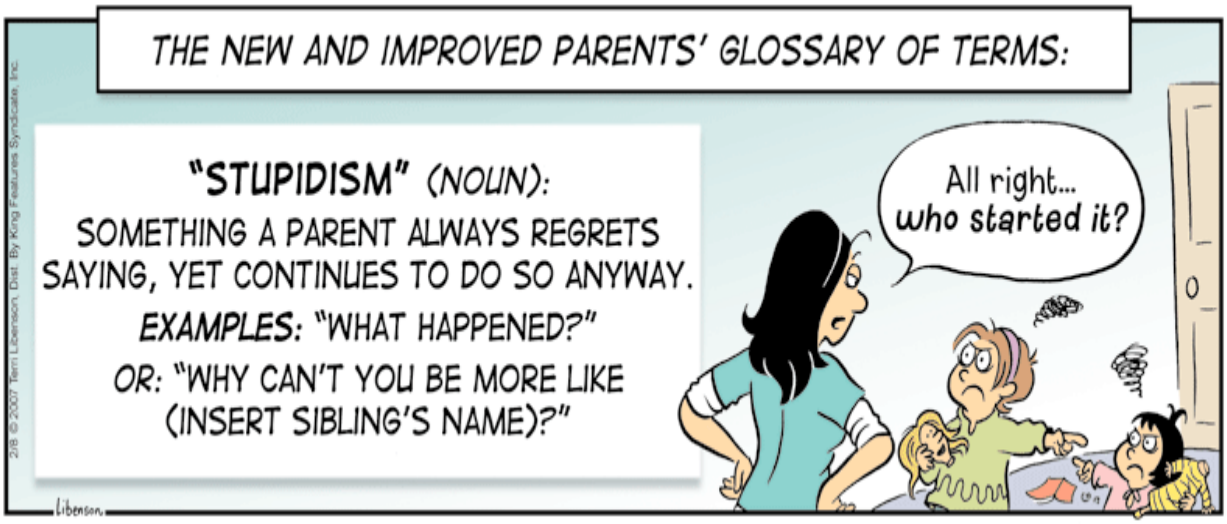
- ✓ Dictionary of Library and Information Management (1997). Retrieved July 03, 2006, from xreferplus: http://www.xreferplus.com/entry/1041296
- ✓ *Glossary of Information Terms*. Retrieved July 03, 2006, from Open University Web site : http://library.open.ac.uk/help/helpsheets/intglossary.html
- ✓ *Library glossary*. Retrieved July 03, 2006, from Southampton Solent University Web site : http://www.solent.ac.uk/library/glossary/
- ✓ *Library glossary*. Retrieved July 03, 2006, from Swansea University Web site : http://www.swan.ac.uk/lis/HelpAndGuides/LibraryJargon/
- ✓ *What do all those 'library words' mean : a Library glossary*. Retrieved July 03, 2006, from University of Portsmouth Web site : http://www.port.ac.uk/departments/studentsupport/library/faq/glossary/


THE NEW AND IMPROVED PARENTS' GLOSSARY OF TERMS:
"STUPIDISM" (NOUN):
SOMETHING A PARENT ALWAYS REGRETS SAYING, YET CONTINUES TO DO SO ANYWAY.
EXAMPLES: "WHAT HAPPENED?"
OR: "WHY CAN'T YOU BE MORE LIKE (INSERT SIBLING'S NAME)?"
All right... who started it?
Libenson

"**My definition of dictionary can't be found in the dictionary. Dictionary—A linguistic prison, confining words to well-defined cells, with little chance of parole.**" > JAROD KINTZ

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Academic writing relies on more than just the ideas and experience of one author. It also uses the ideas and research of other sources: books, journal articles, websites, and so forth. These other sources may be used to support the author's ideas, or the author may be discussing, analysing, or critiquing other sources. Referencing must be used to tell the reader where ideas from other sources have been used in an article.

The only exception to this is when the information is common knowledge, which is something that anyone is likely to know. If you are uncertain whether to reference something or not, it is better to reference it.

This book attempts to provide a comprehensive information on 'referencing' which would serve as a very important resource for research scholars.

Remember

You should provide a reference whenever you paraphrase or quote from another source in your work.

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A Guide to Research Scholars

RESEARCH Referencing...

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WHEN
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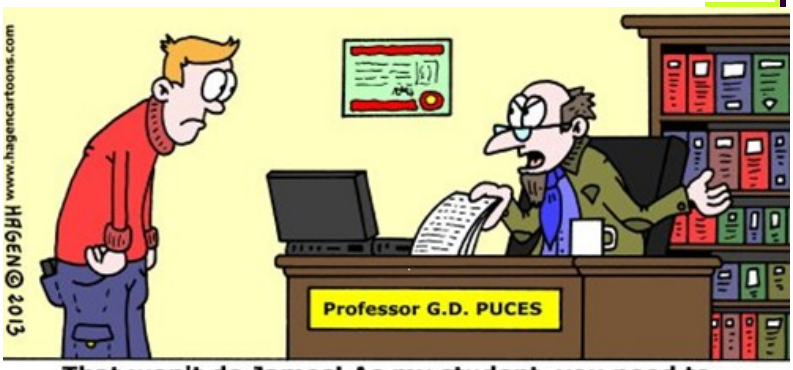
WHICH

of Referencing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Professor G.D. PUCES
That won't do James! As my student, you need to make me a co-author and, cite at least two of my papers in every one of your publications!

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Yes, your papers seem to have lots of citations, but I've checked: They're all self-citations...

Providing

APA
MLA
CHICAGO
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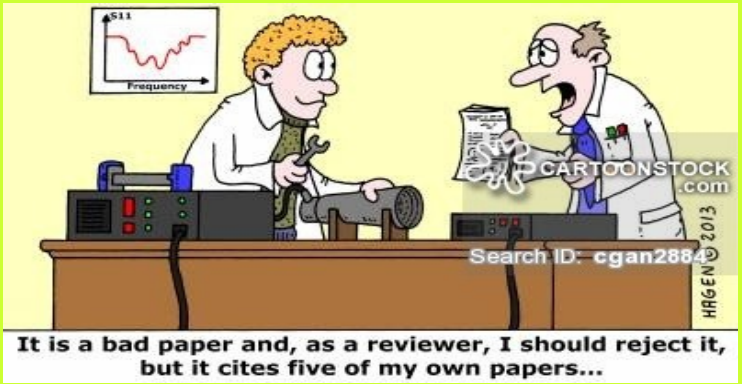
Examples

With

"*GLOSSARY*"

terms used in 'RESEARCH Referencing ...'


S11
Frequency
CARTOONSTOCK .com
Search ID: cgan2884
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It is a bad paper and, as a reviewer, I should reject it, but it cites five of my own papers...

"**Research is what I'm doing when I don't know what I'm doing.**" < Wernher von Braun